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ABSTRACT

The first part of this bulletin summarizes the 19th session of the Council for Cultural Co-operation at which delegates discussed satellite communication systems for European higher education, educational technology, educational leave, and standardization of initial tuning frequency for musical instruments. Other meetings summarized include those of experts on research in higher education, technical education, audio-visual aids in teacher training, modern language teaching, and educational documentation and research; of working parties on arts in school curricula, teaching of the mother tongue, pre-school and elementary education, and sports; and symposia on admission of technicians to higher education, grammar in language teaching, adult and continuing education, and road safety education in schools. The second section reprints a report to the Seventh Conference of European Ministers of Education on the progress of international educational organizations concerned with European activities in 1969/70. The report contains sections reporting on activities of the Organization for Economic Co-operation and Development (UNESCO), and the European Communities (Common Market countries). The report highlights new results achieved and conclusions reached in the period, and contains policy decisions for discussion by the Ministers. All educational levels and most disciplines are mentioned by at least one of the organizations reporting. Four books are reviewed. (AL)

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First Part

Council for Cultural Co-operation

The 19th Session of the Council for Cultural Co-operation was held in Strasbourg from 26th February to 4th March 1971. The meeting was attended by delegates from twenty-one member States, the chairmen of the CCC's Permanent Committees, three representatives of the Consultative Assembly as well as by observers from UNESCO and the European Cultural Foundation.

The CCC discussed a number of items, including the requirements of European higher education for satellite communication services and frequency band allocations ; educational technology ; educational leave ; standardisation of initial tuning frequency and the Recommendation 567 of the Consultative Assembly on "Twenty years of European cultural co-operation".

Requirements of European higher education for satellite communication services and frequency band allocations

The CCC was informed that the draft report prepared by a consultant expert, Mr. R. Jankovich, on the possible uses of telecommunication systems for higher education and on frequency band allocations, was now completed. The study covers both the direct broadcast type of service and the use of a European telecommunications network for making point to point connections between different universities. In taking note of the final version of Mr. Jankovich's report, the CCC felt that the valuable proposals it contained deserved to be taken up as soon as possible both at national and at European level and that a close watch should be kept on the development of advanced educational technology.

Educational technology

The CCC discussed the proposal of the Secretariat to reconsider the terms of reference and composition of the Study Group which was at present dealing with new types of education and examining new techniques connected with multi-media methods. In connection with its new planning procedures, the CCC decided to set up a Steering Group common to the three Permanent Committees. The aims and the structure of the Steering Group were defined as follows :

Terms of reference : The object of the Steering Group is to study the most recent developments in educational technology and to put into effect projects aiming at their practical application to the various types of learning situations within the context of permanent education. In performing its mission, the Steering Group will not consider educational technology as an end in itself but rather as an instrument for realising the concept of permanent education.

Membership : The Group will be composed of representatives of the CCC and its Permanent Committees, representatives of national or international institutes and experts on permanent education. The Group may, for certain projects, enlist the assistance of experts particularly competent in the field of the project under discussion.
Relations with the CCC : The Steering Group shall

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- fulfil the functions of an adviser to the CCC and its Committees in the matter of educational technology and on its implications for education as a whole ; and
- make proposals on services and facilities in the field of educational technology which may be developed with profit on a European basis.

Educational leave

In a Recommendation to the Committee of Ministers, the CCC noted that the implementation of a policy for permanent education and cultural and community development, implied the recognition of workers' entitlement to benefit from certain special forms of leave designed to enable them to carry their training a stage further, while at the same time being assured of their ordinary leisure time.

Such leave, it felt, should contribute both to occupational training and further training and to the training of those who will assume responsibility for cultural and community development and for developing permanent education.

When such leave is granted, allowance should be made for changing patterns in the national situation, both economic and social.

The CCC suggested that the Committee of Ministers should recommend member States to give sympathetic consideration to educational leave for workers, and to attempt to establish the necessary practical arrangements for it. This might involve negotiations between the social partners.

Standardisation of initial tuning frequency

The CCC was informed about the work undertaken in the field of the protection of the protection of the musical heritage by a Working Party, composed of musicologists, instrumentalists, conductors and representatives of non-governmental organisations. A draft Resolution and a Recommendation were adopted by the CCC. In transmitting the draft Resolution to the Committee of Ministers, the CCC emphasised that the text was to constitute the legal instrument which established the fundamental principles and stipulated the ideal conditions whereby the standardisation of initial tuning frequency could be achieved. The Recommendation on the other hand, which does not have a compulsory character, is intended to assist governments in the practical implementation of the provisions mentioned in the Resolution according ot the possibilities of each country.

In the Recommendation, extracts of which are reprinted below, the Council for Cultural Co-operation draws attention to the following factors :

— *Arrangements in concert halls (theatres, recording studios, etc.)*

- Air conditioning should ensure a temperature of 20°C and a satisfactory degree of humidity not only in the concert hall itself but also in performers' dressing rooms, rehearsal rooms, foyers and corridors ;
- The equipment should include a frequency converter that can reproduce by loudspeaker on request the standardised frequency of treble A in the concert hall and its annexes ;
- The acoustics of the stage should enable the musicians to hear each other during the initial tuning. To this end, particular attention should be paid to the observance of recognised acoustic rules (optimum reverberation time, good sound distribution).

— *Technical securing of initial tuning frequency*

For initial tuning the practice of referring to an instrument of the orchestra should be abandoned progressively in favour of the use of a device (tuning fork, tuning bar, frequency converter, frequency meter, etc.) enabling the standard frequency to be

verified within an accuracy of ± 0.5 Hz. In the absence of such a device, the initial tuning should at least be effected by referring to a musical instrument whose tuning has just been verified in this way.

— *Information campaign*

Performers and all persons involved, at whatever stage, in the production and diffusion of music should be made familiar with the regulations concerning the initial tuning frequency issued by the national authorities ; this could be done through the radio, the press (music reviews, etc.).

— *The assistance of ISO* (International Organisation for Standardisation) would be of great help in the application of the recommendation in view of the organisation's international technical resources and the close relations it maintains in the various countries.

Twenty years of European cultural co-operation — European Office of Education
[*Recommendation 567 (1969*]

The Director of Education and of Cultural and Scientific Affairs made a detailed statement on the CCC's place in relation to a possible European Office of Education, as proposed in Recommendation 567 of the Consultative Assembly.

During the ensuing debate a number of delegations stressed the importance of a closer two-way traffic between the Conference of European Ministers of Education and the various organisations, including the Council of Europe, which are engaged in educational and cultural activities. Stress was laid on the desirability of the Conference proposing priorities, thus helping these organisations to coordinate their activities. Interest was shown also in the possibilities which the conclusion of partial or sectorial agreements among the States Parties to the Cultural Convention might afford.

The CCC will take this matter up again at the 20th Session, in September 1971, in the light of the conclusions reached at the Conference of European Ministers of Education and discuss its possible contribution to the furtherance of the proposals contained in Recommendation 567.

Document : CCC (71) 18.

Strasbourg *9th - 10th November 1970*

Research into higher education

(Meeting of experts)

Research workers from fourteen member States, observers from UNESCO, the UNESCO International Institute for Educational Planning (Paris), the UNESCO Institute for Education (Hamburg), the Institute for University Studies of the European Communities and the International Association of Universities attended the meeting.

At this second meeting within the framework of the Committee's programme devoted to the promotion of research into higher education two Working Groups discussed mainly the new teaching and examination methods, and aims and objectives of higher education respectively. Furthermore, participants examined the possibilities of institutionalising research into higher education and made recommendations on the Committee's future programme.

After an exchange of information on research activities in various countries, the meeting underlined the importance of introducing new teaching and examination methods among teachers in higher education, defined fields for research into higher education, and agreed on principles of university examinations. The meeting also recommended the creation of centres of research into higher education in each country. Amongst the research to be carried out by them should be studies on the psychology of complex problem solving, the social psychology of learning groups, the dynamics of rational choice, studies of the learning process, motivation and expectations of students, the development of viable computerised systems. The centres should also assist university teachers wishing to introduce new teaching methods and systems and keep contacts with the university departments or other institutions of higher education responsible for the education of teachers.

Likewise, the meeting unanimously agreed upon the necessity of creating a European Association of Research into Higher Education as a non-governmental organisation.

The proposals concerning the improvement of examination methods which were agreed upon are given below :

— The aims, contents and methods of examinations should be orientated according to the aims of the study itself. As long as the conventional system prevails, they should be linked with a particular period of the study course and should be held within or immediately after this period.

— The function of the present final examinations — if they are to be maintained at all — should be to confirm a student's performance and achievements (earlier performance being taken into account if the candidate so wishes). After the end of each part of an examination, the candidate should be immediately informed about the result.

— In subjects where there is general agreement about the necessity of learning a certain amount of facts and basic knowledge, standardised objective tests (multiple choice examinations) could be used in order to check whether the candidate knows what he is supposed to know.

— Where complex knowledge and methodological skills and their practical application have to be tested, the possibility of a free answer to questions should be offered. The candidate should give the answer under the normal conditions of research work, using technical aids. Non-supervised written tasks on certain subjects treated in a particular period of the study course can also give useful criteria for successful performance.

— If oral examinations are retained as part of the evaluation process, the examiners should experiment with the possibility of the themes for discussion which should be defined in advance.

— Attempts should be made to improve and to rationalise the actual system of assessment and examinations. Gradually, new methods should be introduced and combined with traditional ones so that optimal methods could be discovered in the course of time.

— Assessment throught tests and examinations should not only take into account knowledge and skills acquired but should also include an evaluation of the students' learning and thinking processes. These processes need careful analysis. This is of great importance in the framework of permanent and recurrent education.

Documents : CCC/ESR (69) 28 ;
CCC/ESR (70) 72 ; 84 ; 85 ; 88 ; 90.

General and Technical Education

Strasbourg *5th - 6th Novembre 1970*

The place of the arts in school curricula
(Working Party)

This was the first meeting held on the place of arts in school curricula organised within the work programme of the Committee for General and Technical Education. It was attended by delegates from seven member States.

After briefly outlining the present situation in their own country, the participants stated that there was often a gap between theory and practice in the teaching of the arts. The Working Party noted that, in the past, the only arts subjects included in the curriculum were music, drawing, painting and modelling. It was felt that this narrow range of subjects should be expanded to comprise movement (dance and mime), drama and the working of such materials as ceramics and metal. Emphasis was also put on the plastic arts and it was proposed that it should not be confined to work with conventional materials.

It was generally agreed that the importance of creativity in education should be widely recognised and be studied by the Council of Europe. The encouragement of creative attitudes should not be limited only to the arts subjects, but should animate and penetrate as many subjects as possible in the curriculum.

The Working Party also made recommendations as regards the preparation of the Symposium on the "creativity and artistic activities in school", to be held in autumn 1971 in Brussels. This meeting, which will be the first of its kind, should not be limited to secondary education ; it should also try to draw attention and to identify the general problem of creativity and art teaching throughout the compulsory education, including the pre-school years. It was, therefore, recommended that the symposium should deal with the age range from 3 to 18 years and it was agreed that the term "artistic activities" should refer to four groups of subjects : drawing, painting and the plastic arts ; music ; dance and mime ; and drama.

Finally, the participants recommended a study on "The role of the arts in education" to be published before the meeting with the aim of providing the basis for discussion at the Brussels Symposium.

Document : DECS/EGT (70) 88.

Santa Margherita Ligure
(Italy)

9th - 14th November 1970

The admission of technicians to higher education

(Symposium)

The problems which arise at present in connection with the admission of technicians to higher education were discussed by the delegates of nineteen member States at a symposium organised by the Italian Government under the auspices of the Council of Europe at Santa Margherita Ligure (Italy).

In almost all countries, the situation in this field is evolving steadily. In some, important reforms of a permanent or experimental nature have recently been undertaken ; in others, reforms are being planned and will be carried through in the fairly near future. Nevertheless, there is considerable diversity in the member States ; for example, there are countries in which technical training is an integral part of the whole educational system, while in others the same training programmes have been introduced and developed on the fringe of the general educational system to meet the needs of the national economy. Likewise, the educational establishments present different forms and their structures and characteristics vary considerably.

The discussion dealt mainly with the following questions :

— The arguments for the easier admission of technicians to higher education.
— The dangers of opening the doors of the university wider. How can they be reduced or avoided ?
— Can technical studies create the maturity of mind and the intellectual attitude appropriate to higher studies, and if so to what extent ?
— Examination of the possibilities for structural and curricular reform in technical training establishments at the lower levels in order to facilitate admission to the higher levels of study.
— Ways of facilitating the admission of holders of diplomas from technical schools to higher education.
— The establishment of equivalence between technical studies in different European countries and the reciprocal recognition of diplomas and certificates.

The delegates made several proposals :

— All European countries should take steps to ensure that all technical training programmes with contents similar to those of other training programmes at the same level should confer the same rights in respect of further studies.
— Governments should consider taking steps to eliminate all discrimination with regard to holders of technical diplomas. They should also ensure that the methods used in technical training enable holders of technical diplomas to proceed to a more academic form of training.
— University authorities should take account of the fact that holders of technical diplomas are sufficiently mature as a result of their studies to make up any ground they may have lost in relation to students of other disciplines.
— In examining the problems of secondary technical education and the admission of diploma-holders to higher studies, it was noted that the difficulties often encountered by holders of technical diplomas who have gone on to university courses are very considerable. In some countries, however, there are advanced courses which are shorter and more vocational in character than university studies. It was therefore emphasised that these higher-level courses for technicians could be of considerable importance in the training of holders of secondary-level technical diplomas.
— The creation of an imbalance in the labour market, characterised by a plethora of higher qualifications and by a shortage of technical manpower in the lower ranks, or vice-versa, should be avoided. Technical training should be related to the actual needs

of the country, and a system of student information and guidance should be instituted in order to establish some sort of balance between jobs available and the demand for them.

— Training in the agricultural, para-medical, social and certain other fields is in many countries wholly or partly the responsibility of Ministries other than the Ministry of Education. There should be close co-operation between those Ministries and the Ministry of Education in order to promote the harmonisation of curricula.

— In order to enable holders of technical certificates, diplomas etc. to pursue studies abroad at a higher level, the regulations of the host countries should not require foreign students to hold higher qualifications than their own nationals. Since it is not yet possible to determine the exact equivalence of qualifications, it is to be hoped that a flexible attitude will be adopted towards candidates.

Documents : CCC/EGT (70) 15 ; 27 ; 31.

Brussels *16th - 20th November 1970*

The place of the grammar in modern methods of language teaching

(Symposium)

The objective of the Symposium was to study possible applications of research results into grammar in modern language teaching at various levels of primary and secondary education. The meeting was composed of delegates from twenty member States, lecturers from Belgium, France, the Federal Republic of Germany, Sweden, Switzerland and the United Kingdom, observers from the Belgian Modern Languages Inspectorate and Ministries of Education and the German Association for Applied Linguistics.

Two series of lectures informed the participants on recent developments in grammatical and linguistic research and on recent national developments concerning the place and role of grammar.

Participants were in agreement that traditional school textbooks were in most cases inadequate for teaching oral expression, or even written expression, two important objectives of modern language teaching. Often even the implicit purpose of these textbooks, which is to teach the pupil to construct grammatical phrases, cannot be attained.

One matter, however, was of particular concern to the participants : the deepening and widening gap between the work of linguists and the application of the results of their research to the modern language teaching in the classroom. This problem can not be solved at an immediate future, but participants agreed on the need to modernise the modern languages teaching, not only through a teaching technology, aspects of which (audio-visual methods, languages laboratories etc.) have already received a good deal of attention, but also by gaining a deeper insight into the essence of functioning of the language, and making this knowledge available in a practical way to the teacher.
Amongst the recommendations adopted were the following :

— teachers of the mother tongue and of the foreign "target" language could profitably consider problems of grammar teaching together, and see how far any explicit grammatical teaching in the mother tongue and "target" language can be co-ordinated ;

— research should be undertaken in all European countries into the psycho-linguistic processes involved in the acquisition of the mother tongue and of second languages.

Documents : CCC/EGT (70) 13 ; (71) 14.

The Hague *24th - 27th November 1970*

Use of audio-visual aids in teacher training

(Meeting of experts)

Mr. R. Lefranc's research on the contribution of audio-visual media to teacher training and the training of teachers in the use of audio-visual media, were discussed at this meeting, which was attended by experts from eight member States, and a representative of the Committee for General and Technical Education. The participants also viewed films and audio-visual documents, did preparatory work for a symposium to be held in Spain in 1971, and visited production centres and institutions in which audio-visual media are used. After presenting papers on research carried out in their own countries into the use of closed-circuit television, long-distance teaching methods and other new techniques, (micro-teaching, self-tuition, multi-media etc.) the experts gave an account of productions recently completed, in progress or planned.

In reference to the two research projects concerning audio-visual aids, participants were informed that the first part of Mr. Lefranc's survey, on "the contribution of audio-visual media to teacher training" would be published during 1971. Mr. Lefranc had already collected all the data and information for the second part, "the training of teachers in the use of audio-visual media", which is to be published in 1972.

As the work of the experts is to end in 1971 with the symposium in Spain and the publication of the second part of Mr. Lefranc's survey, a number of proposals were made for a new departure and new research projects to be undertaken from 1972 onwards. These proposals can be summarised as follows :

— Survey of developments in, and the use of, *combined systems* in the training and further training of teachers ;

— Study of the possibilities of *rationalising* the production, distribution, cataloguing and storage of audio-visual aids ;

— Study of the possibilities of developing and improving research into teaching methods in the audio-visual field.

The co-ordinator, Mr. Lefranc, will consolidate the various proposals and will draw up a draft programme.

Documents : DECS/EGT (70) 74 ; 79.

Strasbourg *1st - 2nd December 1970*

Technical education

(Meeting of experts)

Eight experts attended the meeting to :

- evaluate the symposia that had taken place in 1970, and to assess the progress of the studies in technical education commissioned by the Committee for General and Technical Education ;
- examine and prepare the activities planned for 1971 and 1972 ;
- examine the medium and long-term proposals for the Committee's programme in technical education.

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The objectives of a co-ordinated European policy in technical and vocational education should comprise

— training young people as efficiently as possible for their future work ;
— assisting them to become integrated into working life ;
— preparing them for their future responsibilities in their vocation and in society ;
— giving them the basis for future adaptation and retraining ;
— facilitating their continued training with a view to vocational and social advancement.

These general objectives, participants agreed, can be achieved only by a series of interconnected measures which can be regarded as short-, medium or long-term action according to their nature and according to the fields with which they deal. In this connection and after having examined the progress of studies commissioned as well as the results of four symposia devoted to technical education in 1970, the experts dicussed work programmes for 1971 and 1972. The proposals for a medium-term programme put forward by the co-ordinator for technical education, Mr. P. Schleimer (Luxembourg) were agreed upon, incorporating a number of amendments made by the participants. They include :

- an information phase, which comprises the following stages :
  - The assembling of information concerning existing national situations in the different fields of technical and vocational education and their trends. This stage can lead to comparative or consolidated studies. In certain fields that stage has already been reached. In others the activities connected with it are in progress, and in yet others ad hoc activities should be contemplated in the fairly near future.
  - Study of activities undertaken by other international organisations in the fields under review and the results achieved.
  - Exchange of information on educational or other experiments and their results.
  - Dissemination of available information to the responsible authorities in the member States and to experts in technical and vocational education ;
- an evaluation phase including the following operations :
  - overall inventory of the fields that should become subject of Council of Europe activities ;
  - identification of the problems which face, or will face, European countries or a group of these countries ;
  - establishment of priorities ;
  - choice of topics which must be the subject of more detailed studies or research ;
  - programming of short- and medium-term activities having regard to the priorities drawn up and the practical possibilities for their implementation ;
- an execution phase of projects chosen for the Committee's annual programmes. It could be the subject of work by experts, by study groups or by symposia, based on directives given by the Committee for General and Technical Education. Its stages are :
  - analysis of the subject situated within the framework of a problem or a group of problems ;
  - critical comparison of national solutions ;
  - search for new solutions more adapted to the achievement of the general aims ;
- and finally a phase of implementation at international level of the results obtained by the different activities. It has the following stages :
  - Dissemination, which must be as wide as possible, of the results of the most important activities undertaken, in order to create a current of opinion favourable to reforms and innovation in the various countries.

— Transmission of recommendations to governments with a view to the co-ordinated and harmonised implementation of the solutions advocated therein.

— Preparation and adoption of intergovernmental agreements concerning : a common policy for technical and vocational education, reciprocal recognition of studies or periods of study, equivalence of examinations and diplomas.

Documents : CCC/EGT (70) 14 ; 95.

Strasbourg *8th - 11th December 1970*

The teaching of the mother tongue

(Working party)

The research project on the teaching of the mother tongue is part of a larger project devoted mainly to the upper secondary field of general education, and carried out within the framework of the Oxford/Council of Europe Study for the Evaluation of Curricula and Examinations (OCESCE Study). Previous meetings in the same series had examined the teaching of latin, mathematics, biology, chemistry, physics and economics. The objective of this projects is to obtain as complete a picture as possible of the syllabi, examinations and teaching methods in the member States of the CCC. It also aims at facilitating the mutual recognition of final secondary qualifications as well as to disseminate knowledge and information of courses of study, educational aims and methods of examination in selected school subjects.

The meeting was attended by representatives of eighteen member States together with observers from the British Council, the International Federation of Teachers of French and the Institute of Linguistics, Helsinki University.

The teaching of the mother tongue generally involves two different aspects : language (or linguistics) and literature. The introductory lectures given at the meeting outlined the traditional rôle and function of the mother tongue teaching, national tendencies in this instruction and future prospectives. The lectures and the discussions concentrated on the following topics :

— the aims of teaching the mother tongue ;
— the content of programmes in the mother tongue ;
— the contribution of linguistics to instruction in the mother tongue at the upper secondary level ;
— literature ;
— teaching methods for the mother tongue ;
— evaluation ;
— trends and tendencies.

Excerpts of the recommendations proposed by the participants are set out below :

Literature

— Considering that literature is "crystallised human experience", the teaching of literature should not be reduced to mere formal analysis of extracts, but should lead the students to a deep understanding of the human and "humane" values of literary works. On the other hand, the teacher should avoid exploiting literature for "moralistic" purposes ; he should rather be a guide whose task is to *stimulate the students to critical thinking* on the moral, social, and civic values expressed by the authors.

— The teacher of literature should be an interpreter of both the *cultural values of the international community* of which he is a member, and of genuine, humanly valid pupils' interests.

— The teaching of literature should aim at developing appreciation or the ability to interpret, enjoy and assimilate good literary texts, rather than dispensing information about superficial items.

— *World literature:* Without prejudicing the responsibility of the modern language teacher, instruction in the mother tongue at the upper secondary level should give an *important place to translated works* from ancient and modern foreign literature, and pay particular attention to that of the member States of the European Cultural Convention. National lists should be compiled of working literature which is or seems to be of value in promoting international understanding for possible use in other member States.

— The teaching of the mother tongue at upper secondary level should not only involve the *study of texts* exclusively in chronological order or according to type, but also in groups according to subjects with historic, intellectual and moral interest.

— The teaching of the mother tongue at upper secondary level should give an important place to contemporary, as well as classical works ; the main criteria for choice being that texts should enlighten pupils on the place of man in society.

— The teaching of the mother tongue at upper secondary level should continue to include (where it is already practised) and introduce (where it is not) the study in depth of texts, "explication de texte" being a typical characteristic of this study, together with the cursory study of longer texts, without replacing other methods of instruction, which have the same objectives.

Language and Linguistics

— Grammar should be taught essentially as a means of promoting a better understanding and more effective use of the mother tongue itself.

— Language teaching at all levels should not restrict itself to the strictly literary level but include different types, levels and registers.

— An introduction to *modern linguistics* should be included in the preliminary training of future teachers of the mother tongue. For teachers of the mother tongue already in service there should be means of informing them of the various tendencies in modern linguistics. The introduction and information given should be of a practical and analytical character.

— There should be organised in the member States of the CCC, in direct co-operation with teachers *research into the* conditions in which pupils at the upper secondary level *use their mother tongue*, both inside and outside the classroom : size and quality of vocabulary, accuracy of syntax and phonetics, etc.

— Instruction in the mother tongue should continue systematically and should include practice in the use of language as a means of oral and written expression and communication with *both a cultural and a practical objective*, a more detailed theoretical study of language, making use of the contribution made by modern linguistics.

— The teaching of the mother tongue at upper secondary level should place particular emphasis on the study of *"language levels"*, train pupils in *critical analysis* and encourage them to use active, situational language (vocabulary, syntax and different styles).

General Problems

— The teacher of the mother tongue at the upper secondary level should be both a teacher of a living language and a teacher of culture and civilisation.

— The *harmonisation of examinations* at the end of secondary studies : With the aim of promoting a cultural rapprochement between the member States of the CCC and to facilitate in each of the said States, access to higher education for applicants from the other member States. Interested governments should take suitable measures to ensure harmonisation of evaluation procedures at the end of secondary education. These measures could concern themselves not only with the content of programmes and the means of examination, but also with the *definition of the aptitudes* and the qualities required of candidates.

— The teaching of the mother tongue at upper secondary level should take account of the *inclinations and needs of pupils* who should be consulted on these matters, in the preparation of curricula and individual teachers' programmes.

— The teaching of the mother tongue at upper secondary level should reserve a special place for :

- critical study of "infra-literary" or non-literary texts ;
- discussion of non-literary or non-artistic subjects, which particularly interest students ;
- study of radio and television programmes and of films ;
- practical oral and written work linked with everyday life in school and out of school (particularly team work, group leadership, talks, discussions, etc. ; administrative correspondence, writing of memoranda, reports, commercial activities, etc.).

— The teaching of the mother tongue at upper secondary level should give an important place to *educational technology* in order to develop communication, expression and documentation sources (card indexes, libraries) language laboratories, radio and television programmes, slides, films, tape and video-tape recordings, both in the classroom and at the pupils' initiative.

Finally, the experts recommended that the Council of Europe should take steps to collect the curricula in the mother tongue of all European countries and prepare facilities for people who work on new curricula to obtain copies of the material.

Document : CCC/EGT (71) 19.

Strasbourg *8th - 9th December 1970*

Pre-school and primary education

(Working party)

Members of the Committee for General and Technical Education, and experts attended the meeting of the Working Party, which was devoted to the discussion of :

- the main trends and problems in pre-school and primary education ;
- the course of action in both sectors which could be undertaken by the CCC ;
- the symposium on pre-school education which is to be held in Venice in 1971.

This meeting was organised in response to Resolution No. 3 of the Sixth Conference of European Ministers of Education (Versailles 1969).

Pre-school education

The importance of pre-school education was emphasised by the meeting. Many of its aspects were considered : aims, structure, content, methods, buildings, equipment, and

teaching staff. Attention was also paid to the questions of the home and the school, and handicaped and deprived children.

Subsequent to its discussions, the Working Party made a number of recommendations which aim at giving the appropriate priority to pre-school education and are outlined below.

Studies and publications

A basic descriptive study on pre-school education in member States, accompanied by an introduction on the necessary expansion of existing pre-school education would be a rewarding publication, which should be undertaken as soon as possible by the CCC. In addition, a number of other subjects deserve detailed study :

- the relationship between pre-school education and the family environment ;
- the non-intellectual elements of pre-school education ;
- the early diagnosis of potential handicaps in children of pre-school age and the development of appropriate methods for the treatment of such handicaps ;
- the contribution of pre-school education to the education of socially deprived children with special reference to the education of immigrant children ;
- methods of encouraging adaptability in young children in a rapidly changing world ;
- the influence of television and other mass media on the world of the pre-school child.

Symposia

It was decided that the symposium on pre-school education to be held in Venice (Italy) in 1971 should examine, and make recommendations on, four main themes : aims of pre-school education, its methods, its institutional and educational autonomy, and the relationships between the home and the school.

Furthermore, to complement this meeting, the Working Party suggested another symposium to be held in 1973 or 1974 on basic and in-service training of teachers and other personnel concerned with pre-school education and the early years of primary education.

The participants recommended that a symposium on the aims, curriculum and organisation of primary education should be held. This symposium should take place in the year following the symposium on the basic and continued training of teachers and personnel concerned with pre-school education. In its turn, the symposium on primary education could be followed by a symposium on basic and continued training of primary teachers.

Co-production of films

Noting that a film on the application of the Montessori methods in education had already been produced within the framework of the Council of Europe's co-production scheme, the members of the Working Party proposed that the Committee for General and Technical Education should give favourable considerations to the *co-production of further films or teaching packages* on pedagogical methods used in pre-school education and the early years of primary education. Such films and teaching packages could make a useful contribution to the basic and continued training of teachers and other personnel involved in pre-school and primary education.

Document : DECS/EGT (70) 99.

Strasbourg *13th - 14th January 1971*

Intensified modern language teaching programme for Europe

(Meeting of experts)

The meeting's objective was to make the preparations for two Modern Language Symposia in 1971 and to discuss the CCC project for the development of modern language teaching in Turkey. It was attented by representatives of the governments responsible for the organisation of the two symposia, in the United Kingdom and in Turkey, together with representatives of the three major partners co-operating with the Turkish Government in the project for the development of modern language teaching in Turkey : the British Council (United Kingdom), the Gœthe Institute (Federal Republic of Germany) and the Ministry of Education (France).

After having examined proposals for the organisation of the two symposia and having agreed upon the main topics of discussion at the Ankara and York Symposia, on "the integration of audio-visual aids into the class-room" and on "the intensive courses for modern language teachers", the meeting discussed the implementation of the project for the development of modern language teaching in Turkey for the period 1971-75. Three principal methods of co-operation between the Turkish Government, the Council of Europe and the three countries concerned were envisaged :

— the preparation of modern language textbooks by three experts ;
— 4-6 week courses for officials working for the language centre in Ankara ;
— 10 month courses for Turkish modern language teachers.

In addition, Council of Europe consultant experts will pay a visit to the language centre in Ankara and confer about the work.

Furthermore, a progress report on the British Council/BBC project for the co-production of English teaching methodology films was presented to the meeting.

Document : DECS/EGT (71) 10.

Vienna *27th-28th January 1971*

Road safety education in schools

(Joint meeting)

This third and last meeting which had the aim of deciding on the final content and form of the reports to be presented to the second ECMT (European Conference of Ministers of Transport)/Council of Europe Joint Conference on Road Safety Education in Schools was attended by experts from six member States. The organisation and the draft programme of the Conference were agreed on as follows : The Conference is going to take place in Vienna from 21st to 25th June 1971. The Austrian Ministers of Education and Transport, the Secretaries General of the Council of Europe and of the ECMT and a Parliamentarian representing the Consultative Assembly will be invited to attend the opening of the meeting.

An exhibition of audio-visual material will be organised and projections of best European films on road safety education will be presented to the participants.

The following reports will be submitted to the Conference :

Educating the children in road safety

— "Children in Traffic" by Prof. S. Sandels (Sweden) ;

— "Road safety education in pre-school, primary and secondary education" by Mr. K. H. Walter (Federal Republic of Germany) ;

— "Children's behavioural problems in road safety" by Mr. G. Klasen (the Netherlands) ;

— "School road crossing patrols" by Mr. F. Steinauer (Switzerland) ;
"Can road safety education be tested — and if so, by what means ?" by Mr. R. Hammond (France) ;

— "Special road safety methods to be considered by public authorities and other responsible organisations for the protection of children" by Mr. H. Hansson (Sweden).

Training of teachers for road safety education

— "Driver education and use of driving simulations in schools" by Mr. E. W. Cawkell (United Kingdom) ;

— "Basic and continued training of teachers" by Dr. G. Hermann (Federal Republic of Germany) ;

— "Audio-visual aids in road safety teaching" by Mr. E. R. Koerselman (the Netherlands)

— "Co-operation between teachers, parents and others concerned with road safety" by Mr. B. Adamson (Sweden).

In addition, there will be lectures on "Priorities for future research on road safety education and European co-operation in this field" by Dr. D. Sheppard (United Kingdom) and "The United States' research programme on driver education" by Dr. P. R. Knaff (U.S.A.).

Documents : DECS/EGT (69) 55 ;
EC/Conference (70) 1-14 ;
EC/Conference (71) 1 ;
ECMT/Conference (70) 2 rev.

Out-of-School Education and Cultural Development

Sport for All

Brussels *7th - 9th December 1970*
London *12th - 15th January 1971*

Information Centre for the planning and implementation of Sport for All ["Clearing House"]

(Working Party)

The meeting, which was attended by four governmental and six non-governmental representatives, discussed guidelines and methods for the functioning of the Clearing House and the general direction of its activities.

The importance of a large-scale European action for the promotion of Sport for All involving close co-operation between governments and non-governmental organisations

was emphasised by the meeting. The proposed Clearing House would be a vital element to achieve such co-operation. Its role and function was defined as follows :

— The Clearing House should not be conceived as a traditional documentation centre, but as *an information centre for the planning and implementation of Sport for All*, intended for use by those responsible for Sport for All in member States, both governmental and non-governmental organisations. It would form an integral part of the European Sport for All co-operation system with the "Co-ordinating Group" as the governing body.

— Its function would be to collect information of different kinds and to communicate this information to the users concerned, i.e. planners and managers. It would supply planners with data for clarifying both national policies and the broad outlines of a European policy and managers with the information needed for preparing their programmes of activity.

— Non-member countries should be able to participate, both by giving and by receiving information.

— For its general direction and activities the following priority information fields were outlined : policy planning (statistics, finance, organisation, legislation), implementation and organisation of Sport for All (refresher courses and continued training for leaders, publicity and information, programme of activities, facilities and equipment).

While awaiting the decisions regarding the formal institution of the Clearing House, the Working Party considered that certain activities should be started on a provisional basis.

It therefore approved the following procedure :

- The Clearing House would begin a preparatory period of one year on 1st January 1971 in Brussels.
- During this period the Director of the Clearing House would be advised by an ad hoc Group, which would work in close co-operation with the Council of Europe Sport for All Co-ordinating Group.
- The Clearing House might, in the preparatory year, assemble and analyse documentary material, compile statistics and financial and administrative data, collect information on publicity and prepare some experimental publications.

[Editor's note : The CCC, at its 19th Session (1st-4th March 1971), has recommended to the Committee of Ministers to bestow on the Clearing House the patronage of the Council of Europe.]

Proposal for a policy conference on Sport for All

(Working Party)

Another meeting, which took place in London from 12th-15th January 1971, discussed the proposal put forward at the Brussels meeting concerning the convening of European Conference of Ministers responsible for Sport. The restricted group of experts worked out some further details of the "van Zijll proposal" for a European top level conference. In this context, it was unanimously stressed that Sport for All could only be conceived as part of an overall socio-cultural policy.

Suggestions were made for the themes to be discussed at an eventual European top level Conference for Sport. They cover the following topics :

— Identification of common needs.

— A common approach to the future : priority areas for European co-operation.

— Ways and means for co-ordination both at national and at European level.

The co-operation scheme should take into account the importance of national policies, aiming at a concertation of these policies as from their planning stage. The Conference might therefore adopt guide-lines on the following subjects :

— *A concerted planning of national policies,* through the adoption of :

- some common principles for planning : co-operation between authorities (central and local), voluntary organisations and future users ; and integration of sport in the wider socio-cultural context (adult education, leisure, etc.) ;
- some common planning methods, e.g., such procedures as would ensure the comparability of future statistics and data ;
- some common planning instruments in limited but important fields where there is a clearly established need and desire for the closest possible co-operation : exchange of information and data (the Clearing House) and scientific research and development to co-ordinate national research projects ;
- some themes which might become common to all or many national development plans, e.g. sport at school, work-break gymnastics and company sport, full employment of existing facilities, creation of new facilities, organisation of *Sport for All*, publicity and information, etc., according to a priority scheme to be established.

— *Joint actions for specific common purposes,* in sectors of obvious identical needs, e.g. :

- joint scientific research and development ;
- publicity and information : co-productions.

— The possible elaboration in future of a *European Plan for the Development of Sport for All.*

Documents : CCC/EES (70) 131 and Addendum.

Strasbourg *25th - 26th January 1971*

Co-operation with non-governmental organisations in the field of sport

(Meeting of the Liaison Committee)

This preparatory meeting for the Sixth Consultation of NGOs was attended by members of French, Swedish and German Non Governmental Organisations and the representative of UNESCO.

The following recommendations were made :

— To meet present and future requirements of European co-operation in Sport for All, the terms of reference, functions and membership of future consultations should be redefined.

— The annual Consultations should bring together those who are in fact responsible for planning and implementing Sport for All in the member States. Each national delegation should therefore be composed of at least one governmental and one non-governmental representative. It would, moreover, be desirable to extend the future Consultations with observers from the Consultative Assembly, the European Conference of Local Authorities and, possibly, of non-member States, European or other, actively seeking to develop Sport for All. The Annual Consultation thus redefined would be

called the "European Consultation on Sport for All". Its first session would be held in 1972.

— Necessary steps should be taken in order that national co-ordinating structures, if they do not already exist, should be created in accordance with the Consultative Assembly's Recommendation 588 on the development of Sport for All.

Document : CCC/EES (70) 8 ; 9.

Paris *18th - 19th February 1970*

Permanent education

(Round Table)

The Round Table composed of authors of studies on permanent education, representatives of the CCC's permanent committees and educational policy-makers discussed the compendium of studies on permanent education and a synopsis of these studies as well as a draft pattern. Furthermore, it exchanged information on on-going and planned experiments in member States.

A summary of the meeting's conclusion is given below :

The first meeting of the Study Group on permanent education (27th - 28th April 1971) will examine the following problem areas which will be elaborated by the Projector Director, Mr. B. Schwartz :

— Identification of generally felt needs (e.g. those arising from technological and economic development ; evolution and use of leisure ; increasing demand for more extended education).

— Restructuration of adult education : this implies a transformation of the existing education system.

— Permanent education as an overall concept involves :

- a flexible organisation in units-systems which make education available according to individual needs at appropriate periods of time (recurrent education) and which must allow for a great freedom of options ;
- a sequence of learning experiences which should comprise elements of general education and take into account individual and environmental problems ;
- a system of continuous guidance ;
- self-education assisted by tutoring, use of modern technology and group dynamics ;
- the right to obtain appropriate periods of paid educational leave within a general system of social security financing.

— Finally, it was decided that participants should bring to the attention of the Secretariat on-going or planned experiments involving at least one of the fundamental aspects of the concept of permanent education such as : use of multi-media systems, community development, units/credits systems.

Documents : CCC/EES (70) 132 ; 133.

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London *16th - 17th December 1970*

Geneva *22nd - 23rd February 1971*

EUDISED Project — meetings of the Steering Group

(Meeting of experts)

The EUDISED Project aims at co-ordinating national and international projects of computer-assisted documentation and information for education in the geographical region covered by the CCC member States. After having reviewed French projects in October 1970 in Paris, the EUDISED Steering Group met in December in London to discuss British projects. The meeting was held under the chairmanship of the United Kingdom representative, Mr. A. N. MacGregor, at the Office for Scientific and Technical Information and was attended by delegates from six member Governments and by observers from UNESCO/IBE and the European Communities.

The British experts reported on the present state of projects being carried out in the United Kingdom, (BNB/MARC ; INSPEC ; INFROSS ; HELPIS). Discussion was mainly devoted to the technical problems concerning the international exchange of information, which would be greatly facilitated if all member States were to adopt the MARC II formats and standards. The problems of indexing and retrieving non-book material, in particular periodicals and teaching materials were another major topic of discussion which lead participants to compare experience gained from various national projects in this field. Special attention was also given to the objectives and criteria concerning indexing terminology in education and the conclusions to be drawn from national experience for the construction of a multi-lingual thesaurus. Finally, the detailed studies undertaken in the United Kingdom on the information requirements of researchers and teachers were reported and discussed.

The Geneva meeting of the EUDISED Steering Group was devoted to international computer-assisted information projects which include educational matters. The meeting took place in the offices of UNESCO/IBE and was chaired by its Director, Mr. L. Fernig. Delegates from six member Governments and observers from UNESCO, ILO and OECD attended.

Reports were given on two world-wide information systems in which education accounts for about one-third of the content matter : the ISIS (Integrated Set of Information Systems) run by the International Labour Office, and the DES (Development Enquiry Service) launched by the Development Centre of OECD. A demonstration was held at the terminal of the ILO computer. Furthermore, the UNESCO projects in this field were discussed, in particular the Statistics Project which aims at computerisation of comparable educational data, and the Educational Abstracting Service, which is a joint Council of Europe and UNESCO/IBE project. The next meeting of the EUDISED Steering Group will be held in April 1971 in Frankfurt to discuss German projects in this field.

Documents : DECS/Doc (71) 1 ; 6.

Second Part

SEVENTH CONFERENCE OF EUROPEAN MINISTERS OF EDUCATION

Brussels, 8th-10th June 1971

PROGRESS REPORT OF INTERNATIONAL ORGANISATIONS - 1969/1970

The Conference of European Ministers of Education, since its inception in 1959, has been concerned with the activities of international organisations in the field of education. The very first Conference stated that "the ever increasing activities of these organisations make it necessary for more and more frequent consultations to take place, both nationally and internationally, between all those who are concerned with these problems. This process of consultation is becoming more and more complex ... It is therefore necessary that right from the outset, the responsible authorities at ministerial level dealing in each country with the problems of education ... should be actively associated with the determination of the policies and the working out of the programmes of these different organisations" (Resolution No. 3/1959).

The co-ordination of international educational activities in the geographical region covered by its members has been a main theme of all Conferences and numerous Conference documents prove that whatever topic was discussed, the deliberations by the Ministers took into account the imperative need for interaction of national and international policies. This was confirmed by the Sixth Conference at Versailles in May 1969 which declared that "international action and co-operation must be directed towards priorities for the years to come to meet more effectively the real needs of education in member States and to allow each international organisation to contribute to them according to its own working methods and programmes" and asked the international organisations concerned "to report on new results achieved and conclusions reached between Conferences" (Resolution No. 1/1969).

In conformity with the Resolution, the Conference Secretariat submits this Progress Report to the Seventh Conference. It contains contributions as received from UNESCO, OECD, the Council of Europe and the European Communities the latter participating for the first time in this account of international educational activities. The report covers the years 1969 and 1970 and deals with the activities in the geographical regions represented at the Conference. These limitations should be borne in mind: the document as requested relates only to the educational activities of the organisations concerned in a limited geographical region and time period.

The report endeavours to highlight the "new results achieved and conclusions reached" between the previous and the forthcoming Conference. It is therefore an information document on activities carried out and, at the same time, a policy document offering results of and conclusions from such activities for further deliberation by the Ministers.

UNESCO

Information memorandum* on the organisation's activities in the educational field

PART ONE

Activities undertaken on the occasion of International Education Year

In regard to the method adopted by the member countries for preparing and implementing their respective activities programmes, some countries entrusted the necessary co-ordination work to their national commission and many elected to set up *ad hoc* committees for International Year. A feature of many of these committees is that not only education officials are represented on them but also the various government departments concerned with education questions, press and radio bodies, non-governmental organisations, trade unions, etc. Lastly, in a number of cases, the head of State, or government, decided to follow personally the preparation and implementation of the national programme.

A survey is given below of the activities listed in the programmes announced ; they are classified, for the purpose of this memorandum, under five major headings which correspond broadly to the work plan for IEY :

— decisions on education policy ;

— studies, research and surveys ;

— meetings, information of the public ;

— operational activities ;

— international solidarity.

The main purpose of this survey is to show, by means of significant examples, the nature of the contribution of member countries to International Year. There has been no attempt to make a thorough analysis of national programmes at this stage or, naturally, to draw up an "honours list" as this is not within the Secretariat's province.

A number of European countries mentioned *decisions on education policy,* often highly important decisions, concerned with the implementation of measures already planned or the preparation of other measures. They pertain, for example, to the introduction of a school reform plan (Austria, Spain), the revision of education structures (Ireland), the modernisation of primary, secondary and vocational education (Greece), the generalisation of primary and/or secondary education (Malta), or the drawing up of a long-term education plan (Federal Republic of Germany). In other cases, reference was made to the adoption of programmes designed to give an international slant to national education (Norway, Sweden), the revision of school textbooks (Ireland), the progressive extension of free education from the primary to the lower secondary level (Cyprus). In other cases, current programmes concern the definition of a national youth policy (Switzerland), or recognition of the concept of life-long education as the guiding rule for the continual revision of the education system (United Kingdom). If certain countries are mentioned in connection with certain activities, this does not imply that the countries concerned are alone in having introduced such activities during IEY or that their activities programmes for IEY are confined to these activities.

The components of national programmes falling into the category *studies, research and surveys* are, like the measures concerning education policy, extremely varied. They may pertain to major ventures providing for an overall revision of the national education system as well as to seemingly more modest initiatives bearing nevertheless on key aspects of educational development. However, all too often the Secretariat was informed of the title of the planned study or research but not of the implementation methods or the reasons underlying them.

Studies and research bear, for example, on questions such as life-long education (Finland), educational opportunities for women (Switzerland), the ethical aspects of higher education (Netherlands), scientific education (Austria), the educational and social effects of the extension of compulsory schooling (Ireland). At a later date it will be possible to form a more comprehensive idea of the extent of the action taken in these fields.

(*) This memorandum, prepared on the basis of the information furnished by UNESCO for the Conference of European Ministers of Education, deals primarily with activities concerning European countries.

Meetings such as *conferences, round-tables, symposia* and *study days* are more often than not held at national level, although some of them, held at the proposal of one country, are of interest to several countries in a given area. Their subjects often coincide with the studies, research and surveys mentioned above. In a number of cases, these meetings are part of an endeavour to evaluate education systems and are intended to serve as a basis for a critical analysis and to furnish new ideas.

The most frequent subjects of the meetings are life-long education (Belgium, France, Netherlands), adult education (Denmark) and also international co-operation and understanding. Other questions which command attention include : the mechanisms of the learning process (France), education and sport (Sweden), information and teaching media (Switzerland), the international slant in education (Netherlands, Norway, Sweden), the initial and further training of teachers (France), the education of handicapped persons (Sweden).

Public information campaigns have been carried out in all the countries which took part in International Education Year. Their general purpose was, naturally, to acquaint as many people as possible with the nature and aims of the joint venture, but they were also aimed at associating all sections of the population with the effort to renew and develop education.

The initiating or strengthening of *operational activities* intended to promote the development of education systems are among the concrete achievements which many countries were anxious to attain in the context of IEY. These include educational research (Cyprus, Italy) and the progressive introduction of the Open University in the United Kingdom.

In a spirit of *international solidarity,* some countries included in their national programmes activities designed to promote educational development in the countries of the Third World. They pertain, *inter alia,* to a general revision of the policies and machinery for aid to developing countries (United Kingdom), the alerting of public opinion through the dissemination of information on these countries' education and training needs (Norway, Sweden, United Kingdom) and the organisation of courses aimed at making these needs better known (Austria), providing training for international service (Sweden), for laying greater emphasis on education in development-aid policy (Federal Republic of Germany).

Education policies

The Secretariat has begun preparations for the setting up of an *International Commission of Experts on the Development of Education* due to begin its work at the beginning of 1971. This Commission will submit to the Director General a report designed to help governments to devise national strategies for educational development and to guide the action of the International Community in this field during the second development decade. The preparatory work has consisted mainly in assembling appropriate documentation for the Commission.

Life-long education

The main objective of UNESCO's activities during this period was to clarify the concept of life-long integrated education which is occupying an ever more important place in the UNESCO programme and was chosen as the central subject for International Education Year. To this end, UNESCO initiated, *inter alia,* a *comparative study* consisting of an analysis of the structures and operation of the school system at primary and secondary levels in four countries presenting marked contrasts from the standpoint of cultural traditions, ideology, structures and development level. The study was designed to determine in what measure the school promotes the development of life-long education or, on the contrary, impedes it. Four contracts were therefore concluded with institutions in the United States, France, Czechoslovakia and the Republic of Vietnam for a study on the subject. The four authors of the studies met at UNESCO headquarters from 30 September to 2 October 1970 to compare the results of their work and to put forward a series of *suggestions* for the carrying out of both theoretical and practical activities designed to promote life-long education.

Youth activities

UNESCO's youth activities were devoted primarily to studies and research on the attitudes and motivations of young people and on the possibilities of associating them both with the solution of the problems of society as a whole and with the Organisation's proposals concerning ways and means of instituting a dialogue between young people themselves and between young people and adults. On the basis of studies on the revolt of young people and student unrest, the Secretariat has initiated, with the assistance of two consultants and two non-governmental organisations, a comparative

study on the rights and responsibilities of young people with reference to the *legislation* of the various countries and the attitude of young people to such legislation. In preparation for the Conference which the United Nations is calling in September 1971 on the participation of young people in the Second Development Decade, a study on *young people and development* has been undertaken by a consultant. Also in the context of the Development Decade and to meet the wish expressed by many member countries, UNESCO has initiated a study on *underprivileged youth*, with which non-governmental, trade-union and youth organisations will be closely associated.

To facilitate the dialogue between young people and adults, UNESCO has given assistance to non-governmental organisations or national commissions towards arranging symposia or meetings, particularly on *youth and leisure-time*.

In the field of sport and sports education, emphasis has been laid on the promotion of the *principles of modern sport*, the study of sport in developing countries, Sport for All, participation by youth in sport and the promotion of the idea of sportsmanship to which UNESCO attaches special importance.

Equal access of women and girls to education

The long-term programme on equal access of women to education, science and culture, approved by the General Conference in November 1966, provides for studies, technical assistance and co-operation with non-governmental organisations and these activities are pursued regularly. The programme fits into the context of the action undertaken by the United Nations in this field.

The task of the experts and consultants sent to the member countries which ask for them is to help the national authorities of these countries to draw up and implement *programmes* designed to improve or develop the schooling and education of girls and women or to carry out *pilot experiments* to this end. *Fellowships* are awarded to women to enable them to undergo further training or acquire the necessary qualifications for access to jobs where they can perform activities and functions promoting the advancement of women in their country.

For their part, national and international non-governmental organisations, mixed or women's organisations, give valuable support to UNESCO's action to promote the advancement of women. UNESCO's co-operation with these organisations comprises the pooling of information and documentation, research and study projects, symposia, courses, periods of training, etc. designed to improve the education of women.

Handicapped children

Since the programme launched in 1968 began, several enquiries, surveys and studies have been undertaken by the Secretariat. *Enquiries* were made in 1968 to obtain a general idea of national needs in the field of special education in a number of developing countries, and of institutes and establishments in member States offering opportunities for study and advanced research in special education ; the report on a survey of legislative provisions relating to special education in a limited number of member States was published, in English and French, at the end of 1969. During 1970, studies have been prepared on the present situation and trends of research in special education in the USA, the USSR, several Latin American countries and the Scandinavian countries ; a preliminary enquiry on the problems relating to the terminology used in special education was also launched during the first half of 1970.

The Secretariat carried out a *survey of the present situation* of special education in a limited number of member States during 1969-1970, and the report has been published in French and will shortly be issued in English and Spanish ; selective and analytical *bibliographies* of work publications on special education in French-speaking countries, English-speaking countries, Spanish-speaking countries, USSR and East European countries, Scandinavian countries and German-speaking countries have been published in the third issue for 1970 of the International Bureau of Education Bulletin. A brochure entitled "Education for Handicapped Children" was published in English and French at the beginning of 1970, and provides information on handicapped children and on the problems relating to their education.

Financial assistance was granted in 1970 to Iceland, to strengthen its programme of teacher-training for the handicapped, and to Sweden to cover part of the travel costs of participants from developing countries at the International Congress on Education of the Deaf (Stockholm, August 1970).

During 1969 and 1970, UNESCO's *Gift Coupon Office* has been publicising the special education programme and has undertaken fund-raising campaigns in favour of projects to provide equipment to centres dealing with the education of the handicapped in twelve countries in Africa, Asia, the Arab States and Latin America.

Higher education

Two studies have been completed on *Counselling and Guidance* to define the aims to be pursued in this field at both secondary and higher education levels and to define the role of those responsible for counselling and guidance in the context of life-long education. A meeting of experts invited in their individual capacity has been held at the invitation of the Government of Czechoslovakia in November 1970 at Bratislava.

As recommended by the Round Table on the Nature and Role of Higher Education in Contemporary Society (1968), and by the International Consultation held in November 1969, it was decided that an annual forum should be organised under UNESCO auspices, on *student movements and ideologies of the student world* ; it also put forward specific proposals for the future programme. The technical and intellectual preparation for the holding of the first session of the International Free Forum, in collaboration with the International Student Movement for the United Nations, is being completed.

A meeting of experts invited in their individual capacity was held in Dubrovnik in August 1970 to discuss current problems of *student participation in university governance.* This meeting reviewed the place, the characteristics and the functions of student participation in society and the university, as well as different models and mechanisms of this participation.

The Study containing guidelines for the *training of university administrators,* prepared under contract with the University of California Centre for Higher Education is under print.

A Study on the *Organisation, Administration and Strategies for Part-Time Higher Education* in selected countries of Europe and Canada, USA and UK is being completed.

Studies have been completed on problems of *democratisation of secondary education* as a condition of the democratisation of access to higher education. Emphasis is also given to methods of ensuring that students from all socio-political origins would have equal possibilities of access to higher education.

In accordance with Resolution 1.242 adopted by the General Conference at its 16th session, a feasibility study has been undertaken on the creation of an *international university.*

Preliminary consultations have been held with European member States and the university community concerning the creation of a *European Centre for Higher Education* which UNESCO intends to establish in 1972.

Joint UNESCO/International Association of Universities Research in Higher Education : the enquiry into new methods and resources for teaching and learning in higher education resulted in a joint publication entitled *"Teaching and Learning — An Introduction to new methods and resources in Higher Education"*, prepared by Norman McKenzie, Michael Eraut and Hywel C. Jones. The authors seeking deliberately a new constructive approach to this problem, have been concerned with both the quantitative problems posed by expansion and the qualitative problems of increasing effectiveness. They review new potentialities for teaching and learning in the broad context of the complex and changing socio-political environment and examine the application of modern management concepts of higher education.

Under the auspices of the Joint Programme and at the invitation of the University of Amsterdam, a Seminar on *Methods and Programmes for the Improvement of University Teaching* was held in Amsterdam from 16-20 November 1970. The Seminar took place against the background of changes in the composition and size of universities. It dealt in particular with the changing role of university teachers and with their need to acquire skills in the use of new educational technologies.

International Comparability and Equivalence of Matriculation Certificates and Higher Education Diplomas and Degrees : comparative studies to determine the basis for comparability and equivalence of diplomas and degrees in the mathematical sciences, international law and engineering are being completed. The first volume in the series "Studies on international equivalence of degrees" entitled *"Glossaire international des termes d'usage courant en matière de certificats d'études secondaires et de diplômes et grades dans l'enseignement supérieur dans quarante-cinq pays"* has been published.

The second volume entitled *"Methods of establishing equivalences between degrees and diplomas"* has also been issued in English and French. This study has been prepared in collaboration with the International Association of Universities.

The study on matriculation certificates in 15 selected countries, prepared by the International Baccalauréat Office, has been completed and is being printed.

The French and Spanish versions of a *"Lexique*

international des termes désignant les titres universitaires" are under preparation.

A Committee of Experts on *International comparability and equivalence of matriculation certificates and higher education degrees and diplomas in Latin America and the Caribbean* met in Bogota in September-October 1970.

A working group on *International Regulations of Equivalence of higher education diplomas and degrees in Latin America and the Caribbean* met in Paris in January 1971 in order to determine the guidelines of a general policy aiming at elaborating and adopting regional legal instruments in the matter.

Adult education

In the field of adult education, UNESCO continues to work closely with member States and International Non-Governmental Organisations in the promotion of programmes and activities involving adult education.

Training of middle-level personnel

In 1969 a long term programme concerning the training of middle-level personnel was begun. This programme is considered to be of priority importance, both for economically developed and economically developing countries. In preparation is a study on "The training of Adult Middle-Level Cadres". It will be followed up by a number of operational projects in 1971-1972. Another example of an activity in this programme is an Inter-Regional Seminar on Adult Education and Development, organised in Denmark in 1969. Participants from French-speaking countries attended.

Collaboration with non-governmental organisations

Among the projects organised by International and National Non-Governmental Organisations which received financial and technical assistance from UNESCO during the period May 1969 to December 1970, were :

— the International Scientific Film Association, for a project on the popularisation of science in Latin America.
— The International Confederation of Free Trade Unions, for a seminar for young trade unionists from Europe, Latin America and Asia on the educational reforms in Sweden, held in Sweden.
— The International Congress of University Adult Education, for a Conference entitled "University Adult Education in a Changing World — New and Developing Responsibilities". Two papers were presented to this Conference by the Secretariat, one on "Changing Role of Universities and Adult Education" and the other on "Renovation in Higher Education : Dynamics of Interaction between the University and Adult Education".
— World Young Women's Christian Association, for a consultation for staff of the YWCA Vocational Training Institutes on vocational training and education, held in Greece.
— International Co-operative Alliance, for an "International Conference of Co-operative Education Leaders" to be held in Switzerland and followed by a tour of Austria.
— International Federation of Free Teachers Unions, for a "Project of research on the use of leisure time in Developing Countries" being prepared in Belgium.
— International Federation of Workers' Educational Associations for the organisation of a Seminar on the role of workers' education in the context of life-long education.

European Centre for Leisure and Education

The European Centre for Leisure and Education in Prague has continued and broadened its activities. It has organised three international meetings (two meetings of their Advisory Committees and one meeting on problems of documentation and bibliography). It has also participated in two other international meetings on problems of leisure research.

In the bibliographical field, it has prepared the first two volumes in a series of national retrospective bibliographies on leisure and education (Hungary and Czechoslovakia), and begun work on a current international bibliography of publications on leisure and education for 1970. Furthermore, an international directory of research institutions dealing with leisure and adult education and, finally, a thesaurus of definitions and data in this area are in preparation.

Study tours for workers' education leaders

In July 1969, a Selection Committee, composed of representatives of the international workers' organisations having consultative status with UNESCO met to study the 214 applications received from 79 UNESCO member States and to make recommendations for awards. An observer from ILO was also present. The Selection Committee recom-

mended the award of 92 individual or group travel grants (28 from European countries) covering a total of 212 participants. The majority of the grantees have already completed their study tours and the remainder will do so before the end of 1971. This Committee held its second session from 8 to 14 December 1970 at UNESCO Headquarters. One of the major topics of discussion was the preparation of the Third International Conference on Adult Education, scheduled for 1972.

International Advisory Committee for Out-of-School Education

The meeting of this Commitee of sixteen members took place on the 8-14 December 1970. It will advise the Director General on the future of out-of-school education programmes in the field of adult education and literacy.

Educational planning

In accordance with the recommendations of the International Conference on Educational Planning held in August 1968 and in view of the need to adjust educational planning, administration and financing to general development objectives, UNESCO has continued and increased its assistance to member countries in this field by making available to them the services of consultants on educational planning and administration, who were sent to thirty-eight member countries during the period under review (May 1969 - December 1970). Moreover, the training of national and international planners continued at the International Institute for Educational Planning (IIEP), and in the four regional centres for educational planning and administration for Africa, Asia, Latin America and the Arab countries.

PART TWO

International Bureau of Education

The transitional period which began on 1 January 1969, the date of entry into force of the Agreement concluded between UNESCO and the International Bureau of Education, was devoted to a series of measures aimed at aligning administrative procedures with those followed by UNESCO to which the IBE is henceforth attached and, while ensuring the continuity of the traditional activities, to reorientate them so as to make them increasingly complementary to those of UNESCO.

During the first half of 1970, the activities of the IBE were devoted mainly to the preparation of the *32nd Session of the International Conference of Education* held at the Palais des Nations, Geneva, from 1 to 9 July 1970. It was called by the Director General in accordance with Resolution 1.511 adopted by the General Conference at its 15th session. Delegates of eighty-seven governments attended the Conference ; two other governments sent observers and six United Nations agencies, five inter-governmental organisations and six non-governmental organisations were also represented. In all, 231 delegates (including 13 Ministers and 9 Deputy Ministers of Education) and 30 observers attended the Conference.

The terms of reference of the Conference were defined by the UNESCO General Conference in the above-mentioned Resolution, according to which the main question on the Agenda was to be "the improvement of the effectiveness of educational systems, particularly through reduction of *wastage* at all levels of education". The importance of this question, which is of interest to many countries, was brought to light by a number of regional conferences of Ministers of Education.

The Conference also discussed the *broad tendencies and major problems* which had appeared in the field of education since 1968 — the date of the last session of the International Conference of Public Education which, according to the wish of the Council of the International Bureau of Education, is henceforth called the "International Conference on Education".

The Conference based its discussions on the working papers prepared by the Secretariat. At the close of its deliberations the Conference adopted its report and Recommendation No. 66, entitled : "The improvement of the effectiveness of educational systems, particularly through reduction of wastage at all levels of education". The final report was published in four languages in September 1970.

The *Council of the IBE,* comprising 21 members appointed by the General Conference, held four sessions : in June 1969, December 1969, July 1970 and December 1970. During these sessions, the Council followed the activities of the IBE, drew up a draft general programme and budget for 1971-72, defined the role of the IBE, put forward suggestions concerning the studies to be envisaged for the medium-term period 1971-76 and assessed the work of the International Conference on Education.

In regard to *documentation,* in 1969 the IBE adopted Universal Decimal Classification for cataloguing. For the purposes of the collective cata-

logue of periodicals compiled by UNESCO, a detailed analysis of the periodicals available in the library was made in 1970. Close working relations were established with the Department of Documentation, Libraries and Archives at Headquarters and with the three regional offices for education for Africa, Asia and Latin America.

During the period under review, the Library underwent constant development ; with the modest but regular budget now assigned to it for its purchases, the staff developed the reference works section and the comparative education section. Activities were also devoted to the study subjects chosen by the Bureau such as, for example, pupil wastage. During these eighteen months the Library acquired 3,550 new works and documents, and currently receives some 700 periodicals regularly.

The Library is open to visitors and is constantly used by students and by specialists visiting Geneva, but endeavours are also made to give special attention to requests for information addressed to the Bureau by official national bodies. In each case, the appropriate documentation is sought and lists and bibliographies are compiled : some 150 lists of this kind were compiled during the period under review. In addition, a new service was set up in the Library to assemble the documents which could be given away as supplements to the replies to questions submitted — particularly those submitted by developing countries.

During the discussion of the principles which should govern future action, the Council of the IBE said that the Library was primarily an instrument for executing the IBE programme but that it would tend more and more to make available to education officials educational information and documentation services, *inter alia* by an exchange of information between national systems. It is to this end that, during 1970, the Bureau strengthened its relations with national and regional documentation, information and research centres and studied the existing systems for the automatic processing and retrieval of information.

Mention may also be made of the *Permanent Exhibition on Public Education*. It was organised, before 1969, with the support of the national authorities of 38 exhibiting member countries. Since then the exhibition has been maintained ; a number of countries renewed their stand in 1970 and a total of some 6,000 visitors was recorded between January 1969 and June 1970. In 1970 the IBE services studied ways and means of enlarging the Exhibition to make it more accessible and they will report on the question to the Council.

In regard to *studies and publications*, the IBE published the following works in its existing collections :

— International Yearbook of Education, 1968 and 1969 ;
— Bulletin of the IBE, quarterly ;
— Annual Educational Bibliography of the IBE, 1968 and 1969.

A new formula was adopted experimentally for the IBE Bulletin : since the last number of 1969, each issue of this periodical has been devoted to a selective bibliography on a single subject related to the programme, the aim being to permit the bibliographical information accumulated as a result of recent studies to be disseminated. In addition, a part of the Bulletin is reserved for information on national educational documentation centres and a list is given of recent reference works.

To mark the end of the initial phase of the existence of the IBE, a new edition of the collection of recommendations of the International Conferences on Public Education, covering the years 1934-1968, was published.

At the beginning of 1970, the co-operative *Educational Abstracting Service* which analyses publications on education (UNESCO project approved by the General Conference at its 15th session) was transferred to the IBE. The Service has been maintained and developed ; contracts have been concluded with 20 national centres for the preparation of abstracts of important documents relating to education policies and these abstracts have been reviewed, published in loose-leaf form and distributed, experimentally, to member countries. The Bureau has decided to gather data this year on the usefulness of the Service, while carrying out a study of similar programmes existing at national or regional level. The aim is to devise a global system for the preparation and distribution of abstracts of publications on education ; in the general context provided by UNESCO/IBE, national and regional centres might establish their own services and thereby contribute to the international system while also benefiting from it. This system, of a co-operative character, seems to be the only one permitting the operational cost to be kept within reasonable limits. Following negotiations between the two organisations, the abstracting service of the Council of Europe has now been merged with the co-operative Abstracting Service of the IBE.

The studies carried out by the IBE centred mainly on the preparation of the International Conference

on Education. During 1969, the Bureau carried out two *surveys* on pupil wastage and on the main trends in education. The data gathered during the first investigation was summarised with the assistance of experts at a meeting held in November 1969 and presented to the 32nd session of the International Conference on Education in the form of a working paper. The study on the main trends provided the text for the national entries in the International Yearbook of Education of 1970 and also served as the basis for a working paper presented at the International Conference on Education.

In preparation for the 33rd session of the International Conference on Education (1971), the IBE sent member countries questionnaires on the subjects of the Conference : *"The social background of students and their chance of success at school"* and *"Main educational developments from 1968/69 to 1970/71"*. At the end of the year, the Secretariat had completed the first draft of a synopsis of the national replies and of the reports on research on the first subject. After discussion at an experts' meeting early in 1971, the text will become the main working paper for the next session of the International Conference on Education.

Comparative education

During the period under review, the comparative study of a number of major education problems shown, by the analysis of national policies, to be of importance for all member countries was continued by the Secretariat, notably in the context of the International Bureau of Education which was attached to UNESCO on 1 January 1969. The studies are being carried out in liaison with the UNESCO regional offices for education in Asia, Africa and Latin America and with the UNESCO Institute for Education, Hamburg. The studies furnish material for a concerted programme of publications.

Educational research

Since 1969 UNESCO has been responsible for helping *Spain* in the setting up of a National Centre for Educational Development and Research in Madrid, to which the United Nations Development Programme will make an important contribution in 1970. The main functions of the Centre will be as follows : co-ordinating the work of the institutes of education attached to fifteen Spanish universities, promoting the use of educational research for evaluating the efficiency of the educational system, furthering the reform of curricula, encouraging the development of new educational methods and materials. Under the guidance of the Under-Secretary of Education the following five commissions have been established : Teacher Training, Research Planning, Experimental Centres, Inventory of Research, Organisation and Co-ordination. In the course of 1970 fifteen seminars for Spanish educators have been held with UNESCO's assistance on different aspects of educational innovations.

UNESCO has provided to *Malta* under the United Nations Development Programme an expert in tests and measurements. He has been working on problems connected with the revision of selection procedures for secondary education.

Following the English-language seminar (Seminar on Learning and the Educational Process) held in July-August 1968 at Skepparholmen (Sweden) under the auspices of UNESCO and in co-operation with the UNESCO Institute for Education, Hamburg, a *European Seminar on Educational Research* was held at Pont-à-Mousson, near Nancy, from 2 to 19 September 1970 with the support of the French authorities.

Designed for young research workers of a high scientific level, whose mother-tongue was French or who spoke French fluently, the seminar enabled the 35 participants to improve or bring up to date their knowledge of methods and techniques currently applied in educational research, and to meet eminent specialists with whom they could discuss their theories and, more generally, any research problems encountered by them in their own research work. A report on the seminar will be published by the French National Commission for UNESCO.

The participants were nationals of the following countries : Austria, Belgium, Bulgaria, Canada, Democratic Republic of the Congo, Czechoslovakia, Dahomey, France, Greece, Hungary, Italy, Lebanon, Madagascar, Niger, Poland, Romania, Spain, Switzerland and the United States of America.

Teaching methods and techniques

With a view to assessing the new techniques used and the innovations introduced in teachers' training colleges set up with the assistance of UNESCO in developing countries, a meeting of some thirty specialists working in these colleges was held at UNESCO from 10 to 23 December 1969. The programme for the meeting comprised plenary sittings, group discussions and visits to schools in London and in the Paris area by English-speaking and

French-speaking participants respectively. Summaries of the group discussions were presented at the end of the meeting and the questions raised were submitted to a group of consultants, experts and members of the Secretariat. In the light of these discussions, recommendations were drawn up on the follow-up to the meeting, and particularly on the acquisition, operation and maintenance of equipment, the training of experts and technicians, permanent information, and exchanges and collaboration between schools.

An international meeting of specialists in the field of education, psychology, economics, communications and cybernetics was convened in Geneva from 14 to 26 May 1970 to discuss the problems of the scientific organisation and management of the work of teachers and pupils and to make suggestions for long-term international co-operation in this field. The meeting concentrated on two tasks :

— establishing criteria for educational policy that stem from a *learner-centred approach,* and

— developing guidelines and recommendations based on the methodology of *systems analysis and systems operations.*

With a view to better integrating the conceptual with the applied treatment of the topics, several working groups analysed two national systems which have undergone major reforms (Sweden, Ivory Coast).

Education for international understanding, co-operation and peace

The year 1970 was marked by a continued expansion of the *Associated Schools Project in Education for International Understanding.* More than 800 institutions — primary schools, secondary schools and teacher training institutions — in 61 member States (including 21 European member States) were participating in the project, the aim of which is to promote teaching about other cultures, the principles of human rights and international co-operation for the solution of world problems.

A group of 29 experts met at UNESCO House from 17 to 28 August 1970 in order to examine ways of strengthening the contribution of education, and particularly of moral and civic education, to international understanding and peace. The meeting was convened by the Director-General in pursuance of Resolution 1.271 adopted by the General Conference of UNESCO at its fifteenth Session. The experts, who came from 28 member States, including 12 European countries, considered the role of primary education, secondary education, teacher training and higher education in promoting better international understanding.

The following meetings were organised in Europe with the assistance of UNESCO :

— *First European Meeting of UNESCO Associated Schools and UNESCO Clubs* : this was convened by the Swiss National Commission for UNESCO, in pursuance of a recommendation adopted by the fifth Regional Conference of European National Commissions, at Trogen (Switzerland) from 15 to 19 July 1970. It was attended by 65 participants from 21 European countries.

— *Seminar on Literature for Children and Young People as a Means of Promotion of International Understanding :* convened by the Danish National Commission for UNESCO from 28 September to 1 October 1970 at Herning (Denmark), it was attended by some 33 participants from 13 countries, including 11 in Europe.

— A *workshop on education about development,* convened by the Freedom From Hunger Campaign, FAO, in co-operation with UNESCO, was held at Solentuna (Sweden) from 8 to 14 November 1970 on the theme "The School Open to the Third World". It was attended by participants from 16 countries. The purpose of the meeting was to explore ways of improving and extending education about developing countries and development issues in European school systems.

The main studies produced during the year were a report on "The Education of Youth in the Respect of Human Rights and Fundamental Freedoms", prepared for the United Nations Commission on Human Rights, and a new survey on "Teaching of the Purposes and Principles, the Structure and Activities of the United Nations and the Specialised Agencies in Schools and other Educational Institutions of Member States" prepared for the United Nations Economic and Social Council in collaboration with the Secretariat of the United Nations.

Environmental education

As part of the International Education Year programme an international Seminar was organised from 20 June to 11 July 1970 by the International Union for Conservation of Nature and Natural Resources in Foresta Institute in Nevada State, USA to study strategies of introducing environmental education in the school curriculum. Various disciplines concerned were represented and also

professional interests such as teacher-educators, educational administrators, university faculty members, etc.

Population and family planning

An expert meeting on "*Mass Media and National Family Planning Campaigns*", was held at UNESCO from 23 to 28 June 1969. Participants included specialists in the use of mass communications media for educational purposes, doctors and administrators in the family planning field, social scientists and educators, as well as representatives and observers from the United Nations, the ILO, WHO, UNICEF, UNDP and international non-governmental organisations. The conclusions of the meeting provide a set of guidelines for the Organisation in responding to requests from member States for information, advice and assistance in the use of mass communications media in population programmes.

In co-operation with the Danish Government, a consultant meeting was held in UNESCO in September 1969, to advise on the *introduction of population and family life elements into school curricula*, and in particular on possible training programmes for the various categories of educational personnel concerned. Following the meeting, discussions are now under way with the Danish authorities on a first training course to be held in Denmark.

PART THREE

Status and service conditions of teachers

An examination of the first reports of member countries on the application of the recommendation on the status and service conditions of teachers was made in May 1970 by an ILO/UNESCO Joint Commission of experts, presided over by Mr. P. Laroque (France). Seventy-six member countries including almost all the European member countries, submitted reports in reply to a questionnaire prepared by the Joint Commission. The Commission also discussed memoranda submitted by two international and one national teachers' organisations. The information requested of member countries concerned, *inter alia*, the pre-service and in-service training of teachers, employment and working conditions, salaries and social security, rights and responsibilities of teachers and the role of their organisations.

The Commission considered that the data communicated to it was not sufficiently precise to enable it to determine in what measure the recommendation was applied in individual countries. On the other hand, it endeavoured to determine to what extent the most important provisions were being applied and, where relevant, the main causes hampering their application. It noted that the difficulties impeding the application of the recommendation were frequently due to the low level of development, but also that some essential provisions whose implementation did not involve any substantial expenditure were not being applied satisfactorily : e.g. the provisions governing the enjoyment by teachers of the same civic, social and economic rights as all other citizens, the enjoyment of professional freedoms, the participation of teachers and their organisations in the determination of educational policy and their own service conditions, the right of association and of collective bargaining.

The *suggestions* made by the Commission to ILO and UNESCO on the measures to be taken to promote the application of the recommendation include : an international study on the concept of the university freedoms which should be enjoyed by the various categories of teachers, regional surveys on the changes occurring in teacher training curricula and methods, and international investigation of all the questions pertaining to the remuneration of teachers.

Pre-school and in-service training of teachers

The Technical Teachers' Training Institute at Amaroussion, near Athens, set up by UNESCO with financial support from the United Nations Development Programme and in co-operation with ILO, continued its activities relating to the pre-service and in-service training of technical and vocational-school teachers. In 1970, the Institute entered a new phase which will permit it, thanks to the technical and financial assistance of the United Nations Development Programme and of UNESCO, to train teachers and supervisory staff for the five new higher technical institutes to be set up by the Greek Government with the help of a loan from the International Bank.

ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

Information memorandum on the organisation's activities in education

I. INTRODUCTION

The purpose of this note is to provide summary information on OECD work in education since the last Conference of European Ministers of Education (May 1969), to highlight some of the major problems that have surfaced as a result of this work and to indicate the main areas of work envisaged for the immediate future.

In July 1970, the OECD Council took important decisions affecting the future of OECD activities in the field of education, following a Review of the work of the Organisation in this field presented by the Secretary-General.

In the first place, the Council decided to terminate the mandate of the Committee for Scientific and Technical Personnel (which had been the intergovernmental body responsible for the educational activities of the Organisation since May 1961) and to set up in its place an Education Committee with the following terms of reference :

a) evaluate prospects and policies for educational growth and development to meet social and economic objectives, taking into account the need for optimal allocation and efficient management of the total resources for education ;

b) exchange information and promote international co-operation on the problems identified under (a) above.

At the same time, the Council agreed *in principle* to the continuation of the Centre for Educational Research and Innovation, with the following terms of reference :

(i) to promote and support the development of research activities in education and undertake such activities where appropriate ;

(ii) to promote and support pilot experiments with a view to introducing and testing innovations in the educational system ;

(iii) to encourage co-operation between Member countries in educational research and innovation.

Thus, OECD activities in the field of education have a dual thrust : an activity to examine the policy implications of educational growth in the context of economic and social development, closely co-ordinated with an activity devoted to research and development work and experimentation on strategic innovations in the educational system.

II. PROGRAMME OF THE EDUCATION COMMITTEE

Priorities for future work

After close consultation with the Member countries, the Education Committee is now considering *priority areas* for its long-term programme around which its activities will be concentrated in the next few years. These are :

a) Objectives, Planning and Management in Education.

b) The Process of Innovation.

c) The Effective Use of Teaching Resources.

d) The Development of Post-Secondary Education - Policies and Structures ([1]).

1. *Conference on policies for educational growth*

The decisions referred to above were taken against the background of the Conclusions of the OECD Conference on Policies for Educational Growth, held in Paris, 3rd - 5th June 1970. The Conference, which brought together senior educational policy-makers from Member countries, including Ministers and their deputies, based its discussions on a detailed analysis of the process and pattern of educational growth in the 1960s presented by the

(1) A fifth area, that of *pre-primary education*, is also under consideration by the Committee for its long-term priorities.

Secretariat in a series of 13 Background Studies covering the various facets of this growth, such as : enrolments, expenditures, teaching staff, group disparities in educational participation, structural change and educational technology, the development of educational planning methods and techniques, the impact of educational expansion on the distribution of income, methods and issues in alternative educational futures, etc.

In addition to examining the overall issues involved in the educational growth prospects in the 1970s, the Conference identified five specific areas of major policy concern in the Member countries around which it based its deliberations. These areas were :

— Goals and Targets of Educational Policy
— Resources for Education
— Issues in Educational Structures
— Educational Planning and its Relationship to Policy
— Government Machinery and the Administration of Educational Change.

The Conference resulted in a set of Conclusions on each of these items, as well as general points which could serve as guidelines for policy in the next decade. In particular, it agreed that "in the 1970s, policies should seek to combine quantitative growth with the fundamental qualitative changes necessary for the achievement of educational goals, and the better use of resources in relation to such goals" and that "in the coming decade, the objectives of educational growth should be examined in their interrelationships with the more general goals of society and the economy".

For information, the full text of the Conference Conclusions is given in the annex to the present report, since this provides a useful reference document for the consideration of priorities in future educational policy and appropriate areas for international co-operation. A detailed report on the Conference, as well as the other related material, is being prepared for publication.

2. *Reviews of national educational policies*

This has been a continuing activity under which individual country policies in education are critically examined under well-established procedures within the Organisation. The basis for this examination is a comprehensive background report analysing the educational situation in the country under review, accompanied by an independent assessment of the country's problems and policies by a group of outside experts appointed by the Organisation for this purpose. The exercise is completed at a confrontation meeting before the Education Committee during which a special delegation of the country under examination replies to questions put by the examiners, thus leading to a more generalised discussion of educational policy problems in which other Committee members take part. During the period under review, such country examinations have taken place for France, Japan and the United States. Reviews for Belgium, Germany and the United Kingdom are under preparation.

3. *Educational planning, statistics and methodology*

This has continued to be an area central to the Organisation's role in education which has led to a number of developments since the last Ministers' Conference, the most important of which are as follows :

a) A detailed review of the development of *educational planning and its relationship to policy* took place at the Conference on Policies for Educational Growth and results are reported in the Conference Conclusions. An earlier conference of representatives of the country planning groups focused on the link between *educational research and planning* and on *long-term planning in education*. Specific planning issues to be treated in the future will be considered at an evaluation meeting of country representatives to be held in the Spring of 1971.

b) In *educational statistics*, considerable effort went into the completion of the educational growth data presented in the various studies for the Policy Conference, and on the completion of the *Conversion Key* to the Organisation's Statistics Handbook (2). The objective in this work has been to present as complete a picture as possible of the educational system in each Member country, broken down by type, level and institution of education, and have these reclassified according to the standard classification proposed in the Handbook so as to ensure a basis for comparability among the various systems.

c) Following the recommendations in the Conference Conclusions, the Secretariat is

(2) *Methods and Statistical Needs for Educational Planning*, prepared in response to Resolution No. 2 of the Fourth (London) Conference of the European Ministers of Education.

now working on *statistical indicators* for measuring the performance of the educational system in relation to both educational goals and broader social and economic objectives, and thus to serve as policy instruments for establishing criteria in decisions concerning the allocation of resources.

d) A *Survey of Mathematical Models for Educational Planning* in OECD countries has been completed and will shortly be published, together with a separate report on *Demographic Accounts and Model Building*, which provides a conceptual framework for integrating information on human stocks and flows in their learning and earning activities. An *Annotated Bibliography of Systems Analysis Techniques in Educational Planning* has already been published, and a report on *University Planning and Management Models*, based on the 1969 OECD Conference on this subject, will appear shortly.

e) One of the results of the work mentioned above has been the recognition that model-building has, so far, had little direct impact on policy-planning in education, mainly because it has been developed in isolation from the policy-planning structures and mechanisms in the Member countries. To remedy this situation, an experimental project has now been initiated by the Organisation addressed to the *special problems of the developing Member countries*, in which inter-disciplinary teams in these countries, in collaboration with the Secretariat, will apply a "systems" approach to the identification, and possible solution, of concrete planning and management problems in their educational systems.

4. *Teaching resources*

The study on the *Recruitment, Training and Utilisation of Teachers in Primary and Secondary Schools*, based on a series of country monographs already published, has been brought to completion by the preparation of a *General Report*, which will shortly be published ([3]). It was agreed, on the basis of the conclusions of this Report, that an Intergovernmental Conference should be organised in 1971 to examine the changing role of the teacher in the context of new teaching technologies, school structures and organisation and the process of innovation. This Conference will also have at its disposal the results of the Secretariat *Survey on the Educational Research and Development Efforts in Member Countries* (including an assessment of the impact of such efforts on educational change), which is currently under completion.

In the field of *School Building*, the Council of the Organisation is now considering setting up, within OECD, a Special Programme of Co-operation on Educational Building, to be financed by participating countries for a period of three years in the first instance, based on the agreement reached by the representatives of interested Member countries at a special meeting in November, 1970. (This is the direct outcome of Resolution No. 4 of the Vienna Conference.)

5. *Education and utilisation of highly qualified manpower*

Work has continued in preparation for the Second Inter-governmental Conference on this subject, which will take place in 1971. The Conference will consider the employment perspectives in the 1970s in the light of the increasing numbers of people emerging from the educational system at the secondary and post-secondary levels, and examine the ways and means of adapting the existing qualifications to social and economic needs. Special attention will be paid to mobility and in-career education, and to the policy and institutional framework within which a closer partnership can be encouraged between education and industry.
Related work already completed covers a major report on the *International Movement of Scientists and Engineers* (to be published during 1971) and a two-volume study, already published, on the *Occupational and Educational Structure of the Labour Force and Levels of Economic Development — Possibilities and Limitations of an International Comparison Approach.*

6. *Higher education*

In Resolution No. 4 of their Sixth (Versailles) Conference, the European Ministers of Education invited OECD to develop its work on the elaboration of *new patterns of post-secondary education*, and this area represents the main focus of the Organisation's current activities in the field of Higher Education. The activity is directed towards an analysis of policy and planning issues for the development of future structures of post-secondary education, and is essentially based on concrete

(3) A supplementary volume on *Quantitative Trends in Teaching Staff in Higher Education* has also been completed, and is in the process of publication.

country experience and policy thinking. A series of Country Statements, based on a common outline, has already been made available and will form the main source for the preparation by the Secretariat of a *general policy report* on this subject.

This is being supplemented by a series of special studies, now under preparation, on selected key issues in this area, viz :

a) the development of new forms of *short-cycle higher education* of a non-traditional character ;

b) the *composition of the student body and the students' choice of studies* in short-cycle higher education institutions ;

c) problems of *cost and financing* involved in alternative structural patterns of post-secondary education ;

d) recent experience and trends in *post-graduate education* and links with problems of fundamental research.

Earlier work which has now been completed resulted in the publication of a series of *Case Studies on Innovation in Higher Education,* viz :

(i) New universities in the United Kingdom.

(ii) French experience before 1968.

(iii) Three German universities.

(iv) Reforms in Yugoslavia.

(v) Technical education in the United Kingdom.

A general synthesis based on these case studies will be available during 1971.

The *Statistical Survey on the Development of Higher Education, 1950-1967,* was also published during 1970. An *Analytical Report,* based on the data gathered in the Survey, as well as a paper outlining the major *policy conclusions and implications* which can be drawn from this work, have also been prepared and will be published during 1971, after they are considered by the Education Committee.

III. PROGRAMME OF WORK OF THE CENTRE FOR EDUCATIONAL RESEARCH AND INNOVATION

It is now recognised in all OECD Member countries that significant educational change cannot be achieved through occasional, piecemeal reforms, but necessitates a coherent and a continuing process of development and experimentation in the educational system. This is already becoming a costly affair in terms of resources of manpower and money, and there may be a limit to the number of major innovations that can be tried in a single country at one time. In principle, therefore, there is a strong case for an international sharing of experience and division of labour, and it is to explore this possibility over a period of three years that the Centre has been established.

The programme of work for the Centre, for this experimental period, has been focused on four major development problems in the OECD countries :

1) *Educational growth and educational opportunity* — the need to ensure that educational growth is planned so as to facilitate the maximum equality of educational opportunity.

2) *Innovation in higher education* — the need to develop a university system where teaching is responsive to new social needs and where effective use is made of resources.

3) *Curriculum development and educational technology* — the need to ensure that the quantitative growth of the school system is accompanied by qualitative developments in the form of new curricula, teaching methods and educational technologies.

4) *Innovation policies and structures* — the need to develop policies and structures which facilitate the systematic and orderly introduction of the above and other innovations in education, in such a way as to minimise the present confusion amongst teachers, parents and children.

1. *Educational growth and educational opportunity*

The work in this area is concerned with research into :

a) policy changes to promote equality of educational opportunity ;

b) alternative educational futures ; and

c) methodologies for long-term policy-planning.

a) The work on the policy changes to promote *equality of educational opportunity* has been concerned with the dilemma that, although the concept of equal educational opportunity is a priority in the educational policies of many countries, the realisation of the goal was very difficult in practice.

The Secretariat has concentrated on a study of the research evidence available concerning the interaction between environment, education and career (1).

Two areas have emerged, which seem to be of strategic importance — pre-school education and recurrent education.

The work in *pre-school education* began with a meeting in New York in 1969, at which American and European experiments and experiences were confronted (2). The main aim of this work has been to provide the means whereby national country teams carrying out experiments could collaborate more effectively on an international basis.

The creation of a structure of *recurrent education* would, it is believed, be the most effective long-term educational policy at the level of post-compulsory education. Feasibility studies in this area are being prepared by CERI, in co-operation with a group of Member countries. These studies will highlight the concrete problems which emerge in planning and implementing a system of recurrent education.

The results of all this work on equality of educational opportunity are being submitted for discussion to a *Strategy Group* of distinguished policy-makers and experts. The Group will meet next in Sweden, under the Chairmanship of the Swedish Minister of Education, Mr. Carlsson.

b) With regard to *alternative educational futures*, a report on "Alternative Educational Futures in the United States and Europe — Methods, Issues and Policy Relevance" will shortly be published. The report summarises existing approaches to relating the future of education to long-term changes in economic and social structures.

c) *Methodologies for long-term policy planning* are needed if the above approaches to problems of educational policy are to succeed. "Second generation" educational planning is a response to those needs in educational policy formulation which emphasise the relationships between explicit formulations of goals, the strategies to reach those goals, and the relationship both have to the decision-making process. The Secretariat's "Basic Paper on Educational Policy, Planning and Administration" was presented to a meeting held in November 1970, in Paris.

Simulation option model (SOM) (6)

A simulation option model has been developed to be instrumental in assessing the quantitative aspects of alternative educational structures, and in general to serve as an analytical tool for "second generation" educational planning. Both Germany and Ireland intend to use SOM in part of their *educational planning procedures.*

2. *Innovation in higher education*

The CERI programme in higher education has been concerned on the one hand with the management of institutions at the level of higher education, and on the other with the changes which are coming about in the programmes, goals and functions of the universities.

a) The CERI programme on Institutional Management in Higher Education began in 1969 with a recognition of the fact that universities, as consumers of big resources, were inadequately prepared to plan and manage them. In order to improve their methods of resource management, the Centre is in the process of developing general planning models for universities as a framework for the use of management science techniques and of cost-effectiveness procedures. The work in this area divides neatly into two parts — one concentrated in the field and the other within the Centre itself.

The field work concerns a *five-university co-operative research programme* in the development and testing of institutional management techniques. The projects involved have been set up with a tripartite association of the OECD/CERI expert team, government education officials and institutional authorities.

The Centre-based activities complement the work in the field. They constitute the theoretical approaches to the problem of resource management in universities, being concerned with general university planning models and involving the following studies : (i) an analytical approach to the estimation of total staff and facilities requirements ; (ii) comparative costs studies ; and (iii) an information survey on staff and student numbers, academic loading, space and expenditure (7).

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(4) This study, written in co-operation with Prof. T. Husén, will be available in the summer of 1971.

(5) See *United States Experience in Compensatory Education* (in print).

(6) SOM — *A Simulation Model of the Educational System.* - March 1970.

(7) The results of these activities will be published in 1971, in a volume entitled *Studies in cost and resource requirements for universities.*

b) The other work concerning higher education has centred around changes with which universities are faced in the light of pressures from students, government, the scientific community and so on, and which have led to a rethinking of curricula and pedagogy.

Meetings have been held on the *goals and functions of universities* (Paris, July 1970) and on *pluridisciplinarity and interdisciplinarity in the universities* (Nice, September 1970), and a research programme on *Science and Pedagogy* is being undertaken in collaboration with institutions in Geneva and Neuchâtel. One result of the seminar in Nice was the proposition to take concrete examples of inter-disciplinary curricula, and, to this end, a meeting will be held in April 1971, where the problems of *interdisciplinary teaching on environment* will be debated.

3. *Curriculum development and educational technology*

a) *Curriculum development.* Early activities concentrated on defining the nature of the pressures which are causing curriculum to change and the forms some of these changes are likely to take. A workshop was held on this topic in Germany (July 1970) and a report, *The Curriculum for the Eighties and Onwards,* will be available during the latter half of 1971.

A related project, *Models for curriculum development,* proposes to identify and examine some of the differing methods and assumptions underlying the work of curriculum development groups in various Member countries. A seminar on this subject will be held at the University of Illinois, USA, in 1971.

b) *Educational technology.* The implications of a systematic approach to the teaching/learning system and strategies for its implementation were identified through a variety of activities culminating in a meeting held in the Netherlands in April, 1970. A report, *Educational Technology: Strategies for Implementation,* will be available during the early months of 1971.

As a pilot experiment in the transfer of learning systems, the first three modules of the Swedish individualised mathematics system (IMU) are being used in some English and Irish schools. Information about the effects of such individualised learning systems on a conventional school, and about the feasibility of transfer, will be contained in a publication, *Transfer problems of individualised learning systems — Report and conclusions of an experiment,* to be available in 1971.

The increasingly complicated relationships among developers, producers and users of learning systems are currently being examined and will be discussed at a meeting in Ireland in mid-1971.

c) *Computers in education.* Work in this area has received special attention. A meeting held at Sèvres, France (March 1970) established the general aims and objectives of a computer science curriculum for the secondary school. A working party has been set up to establish precise guidelines for such a curriculum, based on on-going experiments in eight Member countries.

Field experiments concerning the instructional use of computers in higher education are being conducted in five Member countries during 1970-71 and are being co-ordinated by CERI. *The use of computers in education* was the subject of a meeting held in Paris in 1970, and a report, *The instructional uses of computers,* will be available in 1971. Further international co-operation in this field was provided by seminars held in Tokyo (July 1970) and Portland, Oregon (October 1970).

4. *Innovation policies and structures*

CERI's work in this field concentrates on attempts to illuminate the process of educational innovation and its effective implementation, and to provide advice and assistance to Member countries as requested.

a) Information about the nature and management of innovation in various Member countries was provided by a meeting of experts at Cambridge, United Kingdom, in June 1969. A report, *The management of innovation in education,* will be available shortly. As a follow-up to the seminar, five national case studies have been prepared, describing the content and process of innovation in Norway, Sweden, Germany, the United States and the United Kingdom.

Another case study project, this time dealing with innovation at the level of the individual school, at the regional level and at the national or state level, as facilitated by central institutions for change, is currently under way. About twenty case studies with conclusions and recommendations will be available during the latter half of 1971.

b) Assistance was provided to the Italian authorities in the organisation of a seminar in May 1970

to discuss possible reorganisation of Italian upper secondary education. A report, *New approaches to secondary education : Italian problems and prospects*, is in print.

Further dissemination of the Centre's activities will be carried out in two separate projects. A policy conference entitled *Schools for tomorrow* is planned for the late summer of 1971. Secondly, the *Mediterranean educational innovation project* will attempt to make the results of the Centre's work more effective in the Mediterranean countries. It is planned to launch this project during the second phase of the Centre's work, beginning in 1972.

Appendix

Conference on Policies for Educational Growth - Conclusions

INTRODUCTION

1. The OECD Conference on Policies for Educational Growth met in Paris on 3rd to 5th June 1970, with the participation of Ministers and senior officials from the OECD Member countries, under the Chairmanship of M. P. Billecocq, the French Secretary of State for Education, and the Vice-Chairmanship of Mr. I. Carlsson, Minister of Education in Sweden, and Mr. I. Amagi, Vice-Minister of Education for Japan. The Conference was opened by Mr. E. van Lennep, Secretary General of the Organisation for Economic Co-operation and Development.

2. The Conference based its discussions on a *detailed analysis of the process of educational growth* in the 1960s, prepared by the OECD Secretariat, and noted that the educational sector had grown rapidly in the past decade, in response to economic and social needs, expenditure on education having risen considerably faster than gross national product in most OECD countries.

3. In this context, they noted that the OECD Ministerial Council had met two weeks earlier and set as a collective growth objective for the decade 1970 - 1980 an increase in the real national product in the OECD area as a whole of the order of 65 %. Equally important, the Ministers had stressed that growth is not an end in itself, but an instrument for creating better conditions of life, and had emphasised the need to pay increased attention to the qualitative aspects of growth and to the formulation of policies with respect to broad economic and social choices involved in the allocation of resources.

4 The Conference agreed that the allocation of resources to and within the educational sector should reflect the trends outlined by the OECD Ministerial Council, and in particular the need to give more attention to the qualitative aspects of economic growth.

Educational growth prospects in the 1970s

5. The Conference noted that the targets for educational growth which had been discussed at the Washington Conference on Investment in Education and Economic Growth, in 1961, had in general terms been accomplished, and significantly exceeded in the case of higher education.

6. The *structure of this growth* of education in the last decade was such that in many Member countries a high proportion of the age-group in primary and secondary education was now enrolled. In these countries, the quantitative growth of primary and secondary education is bound to slow down in future years as a consequence of the past achievements, and because of demographic trends. However, the generalisation of secondary education, which has now been largely achieved, will give rise to an increasing demand for higher education in the 1970s, and one of the major problems of policy will be how to respond both to it and to an expected expansion of education for adults.

7. In the OECD developing countries the *growth of secondary education will continue to be necessary as part of their economic and social development*, and economic development will at the same time call for a high rate of growth in higher education. The problems of these countries in allocating their resources to educational expansion are likely, in consequence, to be especially severe.

8. In general, the Conference agreed that in the 1970s policies should seek to combine *quantitative growth* with the fundamental *qualitative changes*

necessary for the achievement of educational goals, and the better use of resources in relation to such goals.

9. In approaching the problems of educational growth and change in the next decade, the Conference agreed to the following *guidelines for policy :*

(i) In the coming decade, the objectives of educational growth should be examined in their inter-relationships with the more general goals of society and the economy.

(ii) Goals for educational growth and change in the 1970s should be made more explicit, and where possible indicators which would measure the performance of the educational system, both in relation to educational goals as such and the contribution of education to the wider social and economic objectives, should be established.

(iii) The establishment of such goals and indicators will assist the effective allocation of resources both to and within the educational sector, and assist Member countries to make the choices between the alternative paths now open for the continued growth and change of the educational system.

(iv) It will also assist the more effective use and management of the real financial resources which are now becoming an over-riding necessity in the educational sector, because of the large proportion of total national resources now engaged in the educational sector of the OECD Member countries.

(v) It will also provide an indispensable starting point for the development of necessary qualitative changes, which must be a priority in the coming decade, leading to more effective learning processes in schools and universities, and for the establishment of priorities in research and development work to improve such processes.

(vi) Such qualitative changes can be greatly facilitated by the efficient organisation of the planning and innovation process, for which governments must accept a clear responsibility, according to their national circumstances, but which must also involve the full participation of all parties concerned.

10. On the basis of these guidelines, the Conference formulated the following *more specific conclusions* in relation to the goals for educational progress, the needs and use of resources, the necessary structural changes in educational systems, the machinery needed for organising the planning and innovation process and the special problems of the developing Member countries.

I. GOALS AND TARGETS OF EDUCATIONAL POLICY

11. There was general agreement about the *importance* of *clear goal formulation and definition* for the purpose of judging the allocation of resources to and within the educational sector. Criteria for judging the *effectiveness* of *education* must change according to the goals, and cannot, therefore, be discussed in isolation from these goals.

12. The Conference recognised that the setting of goals at the national level must reflect a *variety of values, aspirations and objectives* existing in the community. The process by which goals are set is therefore as important as the nature of the goals that are set. This process includes both the process of public discussion and the more specialised processes through which these goals are given operational form.

13. In this context the Conference stressed that in all Member countries a wide range of societal goals govern educational policy, as shown in the background material prepared for the Conference. The implication of this is that, to be useful, any analysis which is intended as a basis for *policy-making must deal simultaneously with all relevant goals.* Partial analysis, related to only one goal, may easily become more misleading than helpful in the search for optimal policy decisions.

14. Furthermore, attention should be drawn to the intimate relationship between educational goals and certain approaches which have been used in educational planning and policy analysis. In all such analyses, the goals that are implied should be stated explicitly.

15. Underlying the evolving objectives of OECD Member countries in the rapidly expanding field of education, there are certain fundamental aims which are as permanent as they are far-reaching. These are : to afford to every boy and girl, to every man and woman, the best possible opportunity to *discover* and to *achieve,* no matter at what stage of his development or career, his or her full potentialities for self-fulfilment, not as an individual over against society, not as a social or economic

unit subordinated to society, but as a "person-in-community" with all that this implies for rationality and human sympathy ; to do this in such a way as to offset so far as possible cultural and environmental handicaps to equality of achievement ; to do it in such a way as to make the most equitable and productive use of limited resources, by reference to a clear scale of priorities ; to do it in such a way as to make the best possible match between the aspirations of each person and the manpower needs of the community ; and, last but not least, to do it in such a way as to give through the social organisms we adopt or adapt, the greatest possible scope to the participants in the educational process — the teachers, the students, the parents, the administrators, the public at large and those who represent them — to contribute their energy, their wisdom, their ideals and their skills to the success of this complex social and political enterprise.

16. The Conference recognised that in the 1960s a vast expansion of education has taken place, directed to furthering these aims in the Member countries. They also recognised, however, that a number of clear limitations in progress towards these goals had emerged in the Conference discussions, and that efforts to overcome these limitations should be made in the 1970s.

17. In particular, the Conference noted the widespread existence of the following problems :

(i) That *equality of educational opportunity* between social classes has not yet been reached to the extent implicit in the above statement of principles. If this problem is to be solved, the concept of educational opportunity will have to be broadened so as to include also educational achievement.

(ii) That there are definite signs of an increasing need to *relate schools and colleges more effectively to the* surrounding local, national and international *community,* and to the institutions in the wider society which are playing an ever-growing role in the education of children and adults.

(iii) *Adjustments in methods and curricula* have frequently been too slow to permit education to play its proper role in relation to fundamental social, economic and cultural changes.

(iv) That the *growing demand* of individuals to participate more fully in the educational activities in which they are involved has not yet been adequately reflected in changes of teaching methods and school organisation.

18. Bearing in mind the need to make rapid progress in the 1970s to overcome these difficulties, the Conference referred to a *number of new directions for educational policy,* which if pursued would constitute, in many Member countries, major steps towards desired goals. Steps in these directions would all contribute to the essential policy objectives of equal opportunity and individual self-fulfilment set out in the above statement of principles.

(i) Fundamental changes in curricula to help promote the new and emerging attitudes and understanding necessary if the child and young adult is to be an active and effective member of the rapidly changing modern society.

(ii) Individualisation of teaching methods wherever this will promote both learning and greater equality of educational opportunity, whilst at the same time avoiding the social isolation of pupils.

(iii) The increasing development of "recurrent education" in the post-compulsory stages of the educational system, so as to make it easier for those students who wish to do so to obtain the education they want in recurrent periods throughout life rather than following immediately after completion of their secondary education and to help in avoiding irrevocable decisions in a person's life being determined by the pattern of the educational and social system rather than by the needs and wishes of the individual.

19. The necessity of making explicit and defining educational goals has already been mentioned ; this becomes obviously more important, and more difficult, during a period of *shifts of emphasis in national goals.* The Conference, therefore, adressed itself to the important question of how such a goal-seeking and definition process could best be undertaken. The Conference noted that long-term future goals in education could only be formulated in relation to alternative views of the ways in which society and its values would develop. This implies a fundamental need for the broadest possible participation in the process of goal definition.

20. The Conference noted in this connection the need for indicators to be used as criteria by which the success, or lack of success, of educational policy

measures in achieving their goals can be evaluated. The Conference wishes to stress, however, that this should not be confined to those aspects of education which are readily quantifiable. In view of the *intimate relationships between education and other fields of policy* such indicators should form a part of a broader set of social indicators. The Conference also noted the need for the development and application of techniques, which will facilitate the evaluation of alternative ways in which Member countries might seek to achieve their particular goals. The Conference felt that there could be great value to Member countries if, in the context of its ongoing work in educational planning, OECD were to address itself to these topics.

II. RESOURCES FOR EDUCATION

A. *Expenditure*

21. The continuing rapid rise in educational expenditure led to a concern on the part of some participants about whether a ceiling on educational expenditure is being approached in terms of proportions of national product or public expenditures which it was politically possible, or socially desirable, (given other claims on resources) to be devoted to this sector.

22. However, it was generally agreed that this is a complex matter which should not be oversimplified under any one single concept :

a) There are wide differences between countries in proportions of national product devoted to education and in the priorities they assign to different expenditure items.

b) Some educational programmes are more likely to meet resource constraints than others.

c) Some methods of raising revenue may be more appropriate for some goals than for others.

23. There was some discussion of the role of private finance for education, either as a substitute for or a complement to public support. However, participants were of the opinion that it was inevitable and generally desirable that by far the largest proportion of educational finance would continue to come from the public sector.

B. *Efficiency*

24. The Conference was of the opinion that greater efforts should be made to improve efficiency. This has two meanings : first, cost efficiency, in the sense of reducing unit costs ; second, more general economic efficiency in the sense of using resources only when their benefits exceed their costs. A problem in either case is that *quality* and *outputs* are rarely clearly defined and educational research should be directed towards identifying the outputs of education and also towards assessing "quality" in terms of output and not only in terms of input as is usual at present.

25. One promising approach that provides a framework for dealing with the problem of comparing output with costs is programme evaluation (8) and other modern management techniques. These are not a panacea for resource allocation problems. Moreover, the establishment of such a system involves costs of establishing suitable administrative machinery and devising information, statistical and management systems.

26. However, these techniques can make an invaluable contribution to improved resource allocation by helping to bring about :

a) more rigorous formulation of goals ;

b) examination of unit costs ;

c) comparisons of costs and benefits of different programmes.

27. One area in which it was felt that programme evaluation could make a particular contribution is in the evaluation of the costs as well as the benefits of alternative proposals for "recurrent" or continuing education in adult life. Indeed, it was felt that all new programmes should be subject to programme evaluation and established ones should have no less rigorous analysis procedures built into them.

C. *Human resources*

28. *Students' time.* Whatever views were held about the concept of income foregone it was undeniable that in many countries the dependent population would increase in relation to the economically active population, and a large part of this dependent population was represented by students in school. The implementation of any educational policy should seek to make the best possible use of students' time as well as other costs.

29. *Teachers.* Labour costs represent a very high proportion of total educational expenditure. How-

(8) This is sometimes called Programme Planning and Budgeting System (PPBS), Output Budgeting, Rationalisation des Coûts Budgétaires (R.C.B.), Benefit/Cost Analysis etc.

ever, the adoption of the most advanced labour-saving technology would not necessarily reduce educational costs per student or improve the quality of education. Research is needed into the costs (including development costs) and benefits of specific proposals for changing the mix between teachers and other inputs. Neither should it be assumed that an educational technology that is efficient for some countries is efficient for all ; the existence of differences among countries in relative prices of teachers and capital makes it efficient for different instructional techniques to be used.

D. *Conclusion*

30. The Conference recognised that education does not exist in isolation but is interrelated with society as a whole ; in a fully employed economy additional resources for education imply a reduction in the resources available to other public or private activities. Educational systems must therefore justify their use of resources in terms of clearly defined objectives and must use those resources in ways which will yield the best value for money

III. ISSUES IN EDUCATIONAL STRUCTURES

31. The Conference recognised that, while the evolution of the educational systems in the OECD area necessarily reflected the circumstances, traditions and stages of development of individual Member countries, there nevertheless existed significant areas of experience and concern which were common to many Member countries in their policies for structural changes. The following basic considerations appeared relevant :

(i) Changes in educational structures represent major instruments through which (a) the educational process can be related more fully to the fulfilment of individuals and (b) educational objectives can be reconciled with social and economic needs. To be successful, *structural changes* are likely to call for accompanying *changes in teaching/learning procedures* and content.

(ii) There will be *an increasing period of common educational experience* as a necessary foundation both for academic courses and for vocational training. Thus the need for separation into different institutions or courses will tend to be postponed, and will need to be accompanied by a properly organised process of educational and vocational guidance, and by arrangements for ready transfer from one educational route to another.

(iii) Educational structures should therefore be designed so as to ensure *maximum flexibility* in the system and avoid the discontinuities resulting from premature selection.

(iv) It follows that the various parts of the educational system should be planned in relation to one another, and that any fundamental *reform of structure should be seen as part of the more general process of educational change.* Structural reforms must therefore be evolved over a period of time, in collaboration with the main participants and with the support of research and development, together with evaluation.

32. The Conference further recognised that :

(i) Changes in each country's educational system will necessarily be developed in relation to the resources which the community can afford in competition with other priorities, and will therefore need to command public support.

(ii) Educational structures should enable the skills and energies of the teachers to be released, and the students' concerns to be taken into account, to the fullest possible extent.

33. Within these considerations the Conference identified the following areas as among those likely to represent the future policy concerns of many Member countries :

(i) The development of pre-school education, for which clear objectives and organisational forms need to be established ; the main educational consideration being the importance of professionally assisted growth in these initial years of child development.

(ii) Within a common school system, the development of educational approaches relevant to the individual's interests, abilities and maturity.

(iii) The need for a policy of supplementary provision in the allocation of human and material resources to meet the needs of socially disadvantaged children.

(iv) The need for an integrated, inter-related and multi-purpose system to expand, diversify and individualise the provision for upper secondary education and for higher and other post-secondary education.

(v) The resulting need to bring about changes in structure that will make it easier for those students who wish to do so to obtain the education they want in recurrent periods throughout life rather than following immediately after completion of their secondary education.

(vi) The need for preparing, supporting and re-educating teachers for the changes in their role that structural reforms make necessary.

34. The Conference considered that the above areas of policy deserved the close attention of Member governments. Because many of the interrelated problems and issues involved are common to many Member countries, international co-operation in these areas could be particularly rewarding in the years to come, especially in investigating forward-looking approaches to educational structures and bringing forward the implications of alternative solutions for consideration at the national level.

IV. EDUCATIONAL PLANNING AND ITS RELATIONSHIP TO POLICY

35. The importance of planning in guiding and directing the development and change of education is now fully recognised. The efforts which Member countries have been making in this field over the past decade, remarkable as they have been, do not seem to be sufficient in the light of the complexity of the problems which will be encountered. Now, more than ever, educational planning must be *long-term, comprehensive, integrated* with general economic and social policy, and *overall* in the sense that it must embrace all educational activities both formal and informal.

36. The Conference reached the following specific conclusions : planning during the past decade has too often been limited to the *quantification* of a *single* set of long-term growth targets for the educational system. Planning should now pay attention to the *qualitative* as well as to the quantitative aspects of education. Planners should present an analysis of alternative policies for education based on explicit goal formulation, with short and long-term *consequences* for the individual, the educational system, the economy and society as a whole. The process of choice among these alternatives should be the occasion for the widest possible participation and discussion.

37. The educational growth process is extremely complex. However, it appears that education has grown and will continue to grow to a great extent in response to individual and cultural needs, and social demand. In the new stages of educational development in the 1970s, it is recognised that the relationship between education and work would significantly change and therefore requires a fundamental re-examination.

38. There is often a gap between the activities of setting the goals of education and formulating educational policy. The process of educational planning should pay more attention to the relationship between the planning mechanisms and the formulation of educational policy.

39. At the higher levels, authorities should be concerned with the preparation and taking of strategically important decisions. Day-to-day decisions concerning the management of education should, as far as possible, be the responsibility of *local educational institutions and authorities* and those who work and study in them. Planning evaluation procedures should be established at all levels of the educational system to promote innovation and development, and to feed the results of these activities back into the policy-planning process.

40. Incentives must be developed so that traditional structures of educational systems are encouraged to take advantage of and implement new ideas and practices emerging from the policy-planning process.

41. In the essential process of examining our current experience and future possibilities for education, it would be necessary to develop social indicators which monitor the performance of the school system, the evaluation of the costs, effectiveness and results of courses, the outcomes of learning, student and teacher behaviour, etc.

V. ADMINISTRATION OF EDUCATIONAL CHANGE

42. The Conference recognised it as a general experience of Member countries that the great quantitative expansion of the 1960s was giving way to a growing need for the qualitative development of education.

43. Improved education may often be sought by introducing *new educational structures* and *new decision-making processes:* these need to take account of the aspirations of different social groups and also the views of those participating in the educational process. Curriculum content, methods and organisation throughout the educational system should be kept under continuous review in order to match the rapidity of scientific growth and social change taking place.

44. The Conference recognised that the required changes demanded new and better methods of management, which in some cases will require reform of the existing administrative structures. Such reforms as might be required for the qualitative development of education must be decided by each country in the light of its own circumstances. Some helpful guiding principles might include *an integrated and long-term policy* based on a system-oriented and continuous approach, taking a democratic participation in the process into account.

45. Change comes about in a great variety of ways. Typically, it may be prompted by a combination of analytical approaches, results of research and development, and/or by the interaction of local views and experience. Thus, to help stimulate and achieve change, research and development and general information systems must be strengthened and stronger provision made for local initiative and involvement.

46. Provision should be made — by formal machinery or otherwise, as may be appropriate in each case — to develop an adequate system for the stimulation and co-ordination of the change process at all levels.

47. The process of change should be guided by continuous evaluation which takes into account the views of the various groups concerned within and outside the educational system.

48. The qualitative improvement of education can be greatly helped by new and broader techniques of planning and assessment of structural and curriculum developments.

49. For the effective consideration of alternative educational courses of action, *an understanding of the process of educational change* is necessary. Such an understanding can be greatly enhanced by international co-operation and exchange of experience. OECD has demonstrated that it can play an important role in assisting individual Member countries in their efforts. Studies of the process leading to suggestions for ways in which curriculum and structural development may be improved can be helpful and should be considered as an important element in the Organisation's programme. But the ability itself of nations to profit from international experience will increase as their own internal arrangements for advancing educational change grow in strength.

VI. SPECIAL PROBLEMS OF THE DEVELOPING MEMBER COUNTRIES

50. The Conference recognised that special attention should be given to the educational growth problems of the developing Member countries. Large masses of population in these countries enjoy only limited opportunities for education; moreover, in their efforts to achieve faster social and economic progress, they are faced with the problem of an inadequate supply of qualified manpower.

51. The Conference welcomed the priority given by the developing Member countries to education within their long-term development plans. They also expressed their satisfaction with the high rates of educational growth achieved during the sixties since the Washington Conference (1961). Participants felt, however, that there are still very large margins for educational expansion in these countries.

a) Development in recent years reveals the the fact that with rising incomes, social demand for education becomes more and more pressing on educational facilities and services. Even at present, there remains a large proportion of population in the 11-15 age-group who do not attend schools. Moreover, the expansion which has already started in secondary education will continue generating a rapidly growing demand for educational services at higher levels.

b) All five countries have under implementation economic and social development plans with quite ambitious growth targets. They all underline the fact that one of the major constraints to the attainment of these targets is the lack of adequate qualified personnel. It should also be stressed that all these countries have already entered a stage of accelerated transition from an agrarian to a more diversified economy, associated with a rapid movement of population from the rural areas to the cities. Thus, their main problem, in conjunction with the need generally to raise the quali-

tative standards of the labour force, consists in enabling large masses of population to adapt themselves rapidly to a new social and economic environment.

52. Consequently, there was consensus at the Conference as to the importance of the following educational development policies to be pursued by the developing Member countries during the next decade :

a) The formulation of educational objectives and the development of social motivation for education by means of greater involvement of *public opinion*, particularly regional and national bodies, professional associations, students, parents, etc., with a view to promoting an effective participation of the society at large in the educational effort.

b) The *institutionalisation of pre-primary* education for ensuring to children of less privileged families, from the cultural, social and economic viewpoint, conditions enabling them to reduce their initial cultural backwardness.

c) *The extension of compulsory general education* up to the age of 14 or 15 is justified on both social and economic grounds. Eight to nine years compulsory general education should be considered as a basic period of schooling required for the individual to be able to make his choice for the future, endow himself with the ability for further learning and for adjusting to new working conditions or job requirements. This policy, however, has to take into account the qualitative aspects of educational expansion and also the need for those who complete compulsory schooling to be able to undertake vocational responsibilities in case they do not wish to continue with further studies.

d) The rapid *expansion of second-level secondary technical and vocational education* is considered necessary in conjunction with economic development requirements. This branch of the system should become self-sufficient in that graduates be prepared for a responsible role in society. But students in these schools should also be given the opportunity, through proper adjustment of the curricula and the structure of these schools, to continue, if they wish, with post-secondary education studies.

e) Coincident with the development of the universities, the *expansion of non-university higher education* in order to meet the demand for higher education seems advisable, particularly to cope with the supply of the large number of technicians and other qualified personnel who are required by the economy and for whom the qualifications imply post-secondary education.

f) *The development of adult education programmes* aimed at ensuring more advanced education to large numbers of persons who did not have the opportunity to complete their education to the present level of compulsory schooling.

g) There is reason to believe that a rapid expansion of enrolments at the expense of quality would jeopardize the main objectives of educational development policies in the developing Member countries, namely, the importance of cultural development and the maintenance of the standard of skills required for the building up of a modern economy. Therefore, a more intensive mobilisation of financial resources will be required and special measures will have to be taken to solve the major *problem of teacher shortage* over the next decade as well as to introduce new technology into the educational system.

h) The success of the effort in the field of education in the developing Member countries will depend, to a great extent, on the *improvement of their central, regional and local planning organisations and techniques.*

53. The Conference noted with satisfaction that it is envisaged, within the educational programmes of the Organisation, to assist, on the basis of co-operative endeavours, the developing Member countries in their educational planning activities and in the study of more specific key educational reforms or development projects.

COUNCIL OF EUROPE

Information memorandum on the organisation's activities in education

I. INTRODUCTION

The aim of the Council of Europe's educational programme is to help the twenty-one member States of its Council for Cultural Co-operation (CCC) in their efforts to improve the quality of education in their countries. The CCC seeks to make the results of important developments in one member State available to all and encourage governments to harmonise their national education systems, wherever it is desirable and feasible.

The CCC's working methods include : international conventions ; recommendations to governments ; symposia ; meetings of experts and research workers ; the commissioning and publication of surveys and forward-looking studies ; the exchange of information ; advisory visits by experts at the request of member governments ; and support for non-governmental organisations pursuing parallel aims to the CCC. In its work, the CCC is advised by : the Conferences of the European Ministers of Education ; governmental representatives on its committees, in particular the three permanent committees for General and Technical Education, Higher Education and Research, and Out-of-School Education and Cultural Development ; and the members of parliament who attend the Council of Europe's Consultative Assembly.

Since the latest Conference of the European Ministers of Education, the most important development concerning the aims and contents of the CCC's programme has been the gradual implementation of the decision to orientate it along two guiding principles : the needs of European education in twenty years' time ; and the concept of permanent education.

The CCC's work in the field of education is being supplemented by a comprehensive programme of cultural development. This programme is being carried out with two main objectives in view : first, to assist member governments in improving the local and national management of cultural affairs and, secondly, to enable them to meet, to the best of their abilities, the cultural aspirations of individuals from every section of the population in exercising their fundamental 'right to culture'.

II. PRE-SCHOOL EDUCATION

At their Sixth Conference, the European Ministers of Education emphasised the importance of pre-school and primary education in relation to the demand of educational opportunity for all (Resolution No. 3). The Ministers' Resolution was referred to the Committee for General and Technical Education, whose programme until then had been almost exclusively concerned with secondary education. The Committee authorised an *ad hoc* meeting to identify the main issues and problems in pre-school and primary education, and to draw up a programme to be undertaken in both sectors by the CCC. The *ad hoc* meeting was held in December 1970, and the participants recommended that pre-school education should become one of the major themes of the CCC's programme. A symposium on the aims of, and methods used in, pre-school education will be held in Italy in October 1971. It will be followed by a symposium on the initial and in-service training of teachers and other personnel concerned with pre-school education and the early years of primary education.

III. SCHOOL EDUCATION

Eighteen of the thirty-seven Resolutions adopted by the European Ministers of Education since the inception of their biennial Conferences have dealt with subjects of concern to the Committee for General and Technical Education. The Committee's programme has been heavily influenced by these Ministerial deliberations and this explains, for instance, the Committee's pre-occupation during the past two years with evaluation and guidance. Other priorities in the same period have been : curriculum development ; technical education ; the teaching of modern languages; and teacher training.

1. *Curriculum development*

School education cannot respond efficiently to the challenges and demands of contemporary society unless there is constant, careful reflection on the objectives and contents of school curricula. The Committee for General and Technical Education in 1964 accepted an offer of co-operation from the Centre for Comparative Education of the Oxford University Department of Educational Studies to undertake a joint study on curricula and examinations. The object of the project is to obtain as complete a picture as possible of the syllabi, examinations and teaching methods in use for the various subjects taught in upper secondary education in the CCC's member States. By the end of 1970, studies had been made of Latin, mathematics, physics, biology, chemistry, economics and the mother tongue. Civic and social education, history and geography will be studied in 1971, and, in 1972, the conclusions of the project will be drawn at a symposium on "the pattern of the curriculum at upper secondary level".

The meetings were attended by inspectors and curriculum advisers, who have exchanged information and opinions on the latest developments in their subjects, and it is interesting to note that afterwards many of them have kept in touch with each other and with the Oxford University Centre for Comparative Education. In particular, the meetings have shown that, for most subjects, there is a core of subject matter content which is common to all of the CCC's member States and that there is a *de facto* equivalence of the levels of attainment required for access to post-secondary education. The studies on the individual subjects and the results of the symposium will be widely distributed.

2. *Evaluation*

In response to the Resolution on "the place of examinations in the school system", which was adopted in 1967 at the *ad hoc* Conference of European Ministers of Education, the Committee for General and Technical Education held a symposium at Sundsvall (Sweden) in July 1969 to allow an exchange of information on current experiments with continuous assessment. The symposium showed that continuous assessment presents great advantages over final examinations, for it favours a continuous learning process, lessens psychological pressure on the pupils and gives the pupil a fairer deal by substituting a series of evaluations for a single, definitive judgment. The symposium also suggested that increased publicity should be given to all national experiments with continuous assessment.

In 1970, the Committee commissioned two studies on examinations and assessment techniques. It is hoped that they will stimulate discussion among educationists and teachers. In particular, the studies will be submitted to a symposium on "the objectives and methods of educational assessment" which will be held in November 1971 in Berlin.

3. *Guidance*

The 1967 *ad hoc* Conference of European Ministers of Education recommended that the Council of Europe should prepare a comprehensive study of the aims, contents and methods of training teachers for guidance. Consequently, the Committee for General and Technical Education organised two symposia on guidance. The first, which was in Palma de Mallorca in 1969, was concerned entirely with the training of teachers for guidance and is dealt with in the section of the present report devoted to teacher training. The aim of the second symposium, which was held in Rungsted (Denmark) in 1970, was to relate the theory of guidance outlined in previous activities to the problems involved in preparing pupils in the 14-19 age-group to deal with educational and vocational choice, citizenship and family life. The participants at this symposium saw guidance as an integrated aspect of the educational process, involving pupil, teacher, counsellor and parents. It was stressed that the aim of guidance was to encourage self-development in the pupil and to provide him with the necessary tools and information for personal decision-making, to exercise his own freedom, and to show autonomy and responsibility. Guidance should develop partnership between adults and adolescents, and should take account of all aspects of human development.

The Rungsted symposium will be followed, in two or three years' time, by a further symposium on the subject "the goal for guidance". One of its aims will be to evaluate the implementation of the Resolution adopted by the European Ministers of Education.

4. *Technical education*

During the first phase of its work, the Committee for General and Technical Education was concerned mainly with problems of general secondary education. However, by 1966, the Committee recognised the need to study all aspects of technical education because of the demands of an industrialised economy for a highly skilled, well-trained labour force. Consequently, the Committee decided to give

increasing priority to technical education during the second phase of its work, and "the evolution of technical and vocational education" was examined in September 1969 at a symposium in Dublin.

The symposium revealed that there was an almost universal tendency to increase the amount of general and theoretical work included in the programmes of technical and vocational education. It was pointed out that this could only be done at the expense of other work and that the technical and vocational training would have to be reorganised as to its contents and duration.

It was suggested that curriculum research and development in this field of education should receive increased attention. The related questions of examinations of the traditional type, of practical tests and continuous assessment should be studied with regard to levels of qualification and guidance procedures. New types of test would be necessary if counselling methods were to be effective. The many advantages to be gained from closer co-operation between schools and industry were emphasised. In particular, it was noted that, during the past ten years, equipment had become steadily more sophisticated and more expensive. Consequently, it was no longer a simple matter to decide what the initial equipment of a new school or college should be. However, the problem could be more easily solved where there was effective liaison between the school system and industry. In such cases, schools and colleges would be provided with equipment which was sufficient to illustrate basic principles and methods. More specialised and expensive machinery could be used during periods of industrial experience, where the equipment would be seen in full-scale operation and not in an artificial situation.

In 1970, Mr. P. Schleimer (Luxembourg), the co-ordinator for technical education of the Committee for General and Technical Education, presented a medium-term programme for technical and vocational education to be undertaken by the Committee. In his proposals, Mr. Schleimer suggested that the main priorities of such a programme should be : an analysis of the aims of technical and vocational education ; teaching methods ; the training of teaching staff ; school and vocational guidance ; and standardisation of terminology. These proposals were accompanied by a timetable of meetings and studies to be organised and undertaken between 1972 and 1983. They were examined in December 1970 by a group of experts and are at present being amended to take account of their suggestions.

Special attention was also paid during 1970 to the training and further training of teachers of technical education. A symposium on the subject was held at Bad Hofgastein (Austria) in October ; the findings are dealt with in the section on teacher training.

Two other problems were studied in depth in 1970 : technical education in the hotel and catering industries, and the access of technicians to higher education. The former was the subject of a symposium held in August/September at Les Diablerets (Switzerland). The participants were concerned by recruiting difficulties in the hotel and catering industries, in particular the scarcity of managerial staff. It was underlined that measures to promote training would be pointless if recruitment and conditions of employment were not improved. To avoid wastage of efforts and means, close co-operation was recommended between all concerned: ministries, professional associations, schools, and enterprises. Consideration should also be given to the creation of a European training network in co-operation with the international professional associations, and to the possibility of using hotel and catering schools during school holidays to train pupils from other European countries, where there was a recruiting potential but where the number of teachers and school installations was inadequate.

A symposium on "the access of technicians to higher education" was held at Santa Margherita (Italy) in November 1970. The participants strongly recommended that action should be taken to eliminate all kinds of discrimination against holders of technical education diplomas. In particular, all technical education with a content comparable to more general types of education at the same level should provide the same right to pursue further studies. It was noted that, in many countries, agricultural, para-medical, social and certain other technical studies are often the responsibility of Ministries other than the Ministry of Education. Consequently, closer co-operation should be established between the Ministries in question and the Ministry of Education with the aim of integrating these studies into the national education system.

5. *The education of migrant worker's children*

Nearly every industrial country in Western Europe has its communities of migrant workers and their families. Most of the member States of the Council of Europe are concerned with the phenomenon of international migration in their capacity as donor or host countries. With the help of experts of the

Committee for General and Technical Education, the Council of Europe's Special Representative for National Refugees and Over-Population studied the problems raised by the school education of the children of migrant workers and submitted a series of proposals on the subject to the Council of Europe's Committee of Ministers. In November 1970, the Committee of Ministers adopted a resolution on "school education for the children of migrant workers", in which it was emphasised that "the instruction and education of children is an inalienable right which may be claimed even in difficult circumstances, such as those engendered by international migrations". The Committee of Ministers also recognised that, in their own interests, the children of migrant workers should not lose their cultural and linguistic heritage and that they should, at the same time, benefit from the culture of the receiving country.

In particular, the Committee of Ministers recommended that member States should guarantee exercise of the right of migrant workers' children to school education. Full information about educational facilities and requirements in the host country should be given to families before departure, and, if necessary, special classes and courses should be organised to assist the integration of the child into normal classes. Migrant workers should be encouraged to take part in the life of their children's school, and action should be taken to promote re-integration into school education of children of migrant workers who return to their country of origin.

Within the framework of the CCC's intensified modern languages programme (see Section VI of the present report), an enquiry will be undertaken in 1971 to find out how the language problems of migrant workers and their families are being solved in the member States of the CCC.

6. *Audio-visual aids in secondary education*

About a quarter of the programme of the Committee for General and Technical Education is devoted to the use and coproduction of audio-visual teaching aids. Through the coproduction and distribution of audio-visual material and the publication of specialised studies, it is sought to make the latest ideas and techniques available to all member States.

Groups of experts have studied the use of closed-circuit television in various fields of education. The latest meeting in the series was held in Stockholm in 1970 on the use of closed-circuit television and multi-media systems in primary and secondary education and teacher training in Sweden.

A group of advisers has been working for several years on the coproduction of audio-visual media. The advisers represent the leading European centres for the production of such media, and they are concerned with planning the coproduction of films, television programmes, slides, tapes and other audio-visual media needed by teachers in member States. At present, films are being produced for teacher training and for the teaching of geography, new mathematics, physics, biology and modern languages. The great advantage of this system of coproduction is that, although a country may only produce a single film or part of the material in a given series, it nevertheless receives all of the films or material produced in the series to which it has contributed.

IV. HIGHER EDUCATION AND RESEARCH

1. *Reform and development of post-secondary education*

This theme has been a major item of interest for the Committee for Higher Education and Research since the latest Conference of European Ministers of Education. The Committee is particularly concerned that the national systems of post-secondary education in the member States of the CCC should not too widely diverge from each other and that mobility of students, teachers and researchers and equivalence of diplomas should increasingly become a reality in Europe. Much of the Committee's work has been devoted to an exchange of information on national reform and development plans.

After the Committee had, in 1967, undertaken a country-by-country analysis of the reform and expansion of higher education in member States, a second collection of national reports on new trends towards a more diversified system of post-secondary education was published in 1970. (*Diversification of post-secondary education. A collection of country reports from member States of the Council for Cultural Co-operation.* Strasbourg, 1970, p. 199.) A symposium on the planning of higher education and research in the Federal Republic of Germany, held in Bonn last September, made an important contribution to the Committee's exchange of experience with new planning mechanisms and restructuring of post-secondary education.

In its work on the reform and development of post-secondary education, the Committee for

Higher Education and Research has paid special attention to the various forms of teacher training at university level. (For further details, see Section V.)

The reform of undergraduate medical training has been the subject of nine national reports. Work on this subject will be continued.

The Committee has also reviewed the implications of the concept of permanent education on the universities, and a study on the role of universities in promoting lifelong education is in preparation. Furthermore, material has been collected on existing refresher courses for graduates and will be evaluated during 1971. Later this year, a meeting of experts will discuss the possible effects of the new concept of permanent education on the structure and organisation of universities.

The role of research in the emerging system of diversified post-secondary education has been a major concern of the Committee. In principle, it welcomed attempts to combine the universities and the other post-secondary institutions into a comprehensive system of post-secondary education, under which work done at one of the types of institution would be recognised in the other. However, the Committee stressed that, wherever new structures were created, a sector should be maintained in which teaching continued to be based on advanced research. It was urged that the national authorities should do their best to ensure that the present reforms did not result in research leaving the educational institutions in favour of independent research centres. The Committee agreed that research could not be carried out with equal intensity in all post-secondary institutions. Nevertheless, it was essential that the teaching in non-university institutions should not be separated from research.

2. *Audio-visual media in higher education*

Late in 1968, the Committee for Higher Education and Research held in Padua (Italy) the first of a series of seminars to study the use of audio-visual media in higher education. A second seminar was held at Utrecht (Netherlands) in October 1970, and the theme of the meeting was "the audio-visual centre in the modern university". It was recommended to initiate a system for the coproduction and exchange of audio-visual material at university level and to create national audio-visual centres for the requirements of post-secondary education in member States.

3. *Mobility and equivalence*

The Committee for Higher Education and Research decided to give priority to action which encourages the increased mobility of teachers in higher education, research workers and students, and a wider recognition of diplomas, certificates and degrees. "Mobility" in this context refers mainly to geographical mobility between one country and another, although the aim of achieving greater institutional mobility between various sectors of the post-secondary system is also borne in mind. Consequently, the Committee has commissioned several studies on the obstacles to the free movement of research workers and other categories of university staff, and equivalence problems at university level.

The Committee contributed to the elaboration of a comparative repertory of existing diplomas and qualifications by the Regional Conference on International Voluntary Service. The first volume containing a comparison of British and French qualifications was published in 1970. At a meeting of mathematicians in June 1970, minimum requirements for a mathematics curriculum were laid down with the aim of facilitating recognition of university diplomas in mathematics.

A meeting of national equivalence experts took place in July 1970 and recommended that such meetings should be held regularly. The creation of national information centres on foreign educational systems and existing equivalence arrangements was also proposed, and it was suggested that the member States of the CCC should facilitate the creation of the information centre on problems of higher education foreseen within the framework of UNESCO. Finally, it was recommended that the equivalence clauses in bi-lateral cultural agreements should be transformed, as soon as possible, into concrete arrangements for the equivalence of upper secondary school leaving certificates and diplomas giving access to higher education.

The results which have been achieved so far show the difficulty of promoting greater mobility of academic manpower and wider recognition of qualifications as long as there are fundamental differences in national education systems. There is a need for co-ordination of educational reforms if these differences are not to become greater. Better information on foreign educational system, foreign qualifications and possibilities of study and work abroad would alleviate the present difficulties, but, in the long-run, mobility and equivalence will only be achieved within the framework of a common European educational policy.

4. *Research co-operation and co-ordination*

In the past two years, the Committee for Higher Education and Research has set out to make existing research resources in Europe better known so that an optimal use could be made of them and help European research workers to establish contacts among themselves.

The Committee has commissioned a descriptive series of "European Research Reports". A volume on photo-chemistry was published in 1970, and reports on sociology, Latin and Byzantinology are in preparation. Contacts among research workers have been encouraged by grants to allow young research workers to attend research seminars, and research workers were also given an opportunity to discuss closer co-operation in specific fields, at meetings specially convened for the purpose at Strasbourg. The meetings of research workers in photo-chemistry, which were convened by the CCC, led to the creation of a European Photochemistry Association. The establishment of a League of European Research Libraries and of a European Association for Research into Higher Education is also in progress. Grants have been given to EUCHEM and EUROPHYSICS Conferences, EUROMECH Colloquia, and meetings on radio astronomy and South Asian studies.

The Committee has also realised the need to improve the exchange of information on the planning of research priorities between member States, and to co-ordinate research planning at European level. The Committee's work on these subjects led to the adoption in June 1970 of a resolution by the Council of Europe's Committeee of Ministers. They recognised that it was no longer possible for the universities in member States to do research work on all subjects because of the increasing cost of research and the shortage of qualified staff. The Committee of Ministers recommended that "all possibilities of dividing tasks among universities and other research institutions and of adopting a system of selecting growing points in the various fields of research be carefully examined at national level". Member States were asked to inform the Secretariat of the Council of Europe about all important developments in university research co-ordination. Furthermore, the national authorities responsible for the co-ordination of university research should, wherever possible, take account of priorities adopted, or particular research facilities offered, in other European countries when defining their own research policy and examining the distribution of financial resources at the national level.

V. THE INITIAL AND CONTINUED TRAINING OF TEACHERS

Since its creation in 1962, the Committee for General and Technical Education has paid special attention to the initial and continued training of teachers because it was realised that the educational reforms undertaken would be without effect unless they were implemented by highly trained teachers, who were fully conversant with new teaching methods, curriculum development and educational technology. The results of the first five years (1962-67) of the Committee's work on the initial and continued training of teachers were the subject of a study by a Swedish expert, Mr. N. G. Emrich.

1. *The relationship between initial and continued training*

At a symposium, which was held at Strängnäs (Sweden) in 1966, it was recommended that the initial and continued training of teachers should be regarded as a continuous process. This proposal was re-affirmed at a symposium which was held in August 1969 at Glasgow. The participants at the Glasgow symposium stressed that the continued training of teachers was becoming increasingly important because of the rapid expansion of knowledge, the changes in methods, the developing resources of educational technology and the modifications which were taking place in the conception of the role of the teacher. It was felt that each country needed some kind of central advisory and co-ordinating agency for the stimulation, guidance and evaluation of continued training. It was stressed that teachers should always be closely associated with the planning of continued training. Every encouragement should be given to teachers to accept the idea that it was their professional duty to undergo lifelong training. Teachers who accepted this duty should not incur any financial loss.

At a further meeting in 1969 in Frascati (Italy), the policy of encouraging the continued training of teachers was elaborated in greater detail. In particular, it was suggested that the Council of Europe should support the development of the Frascati Centre as a European centre for education, with particular emphasis on the continued training of teachers.

2. *The training of teachers of technical education*

In the past two years, one of the priorities in this field has been the initial and continued training of teachers of technical education. Two symposia

on the subject were held in 1970. The first, which dealt with the training of teachers of commercial education, took place at Munich in June, and the second, which was concerned with the training of teachers in technical schools, was held at Bad Hofgastein (Austria) in October.

It was agreed that action must be taken to attract a greater number of teachers to technical and vocational schools and that the status of such teachers should be identical with that of teachers of general secondary education. A year of full-time pratical training, or an equivalent period of part-time training, was thought to be essential. One of the main objectives of initial and continued training should be to enable teachers to understand the problems and evolution of the industrial or commercial world. In particular, such teachers should be in a position to establish relationships between their teaching and the demands of the labour market and the economy. Continued training was considered to be of particular importance for teachers of technical schools because of the rapid changes in scientific and technological knowledge. Courses should be organised in industrial establishments, universities and training centres to allow teachers to adapt themselves to the constant evolution of knowledge.

In addition to organising these symposia, the Committee has also commissioned studies by Mr. L. Géminard, Director of the Institute for Educational Research and Documentation, Paris, on the training of teachers in technical and vocational education in the CCC's member States, and the equivalence between the various types of teacher training in technical and vocational education.

3. *Teacher training and civic education*

In November 1969, a group of experts considered civic education and teacher training and recommended that governments should take steps to promote a European consciousness among teachers to prepare future European citizens to accept the interdependence of their countries and the need for integration. In particular, teachers should be trained to master relevant audio-visual equipment and materials, to sort out existing programmes and to organise civic classroom teaching on activity principles. Such training could be arranged by education authorities, either directly or in co-operation with professional organisations.

4. *Teacher training and vocational guidance*

The training of teachers for guidance was the subject of a symposium, which was held at Palma de Mallorca (Spain) in April 1968. It was pointed out that guidance was one of the teacher's functions at all levels of education and training establishments should introduce structures and methods to encourage students to prepare for these functions — to advise pupils on the choice of study themes, to participate in the organisation of individual and group work, and in team-work and community life. Teacher training should also include such matters as the examination of school and guidance reports, analysis of pupils' achievement, exercises in assessment of scholastic success, and preparation for the participation in out-of-school activities.

5. *Teacher training and educational technology*

At the Glasgow symposium in 1969 on the continued training of teachers, the participants considered the implications of educational technology for such training. It was proposed that research into the didactics of the new media should be further developed to enable teachers to make the best possible use of the new materials now increasingly available.

The applications of educational technology to teacher training have been dealt with at regular meetings of experts. A catalogue of audio-visual material for the training of teachers has been prepared, and a study has been published on "the contribution of audio-visual media to the training of teachers". Furthermore, three films for teacher training have been produced within the framework of the Committee for General and Technical Education's scheme for the coproduction of educational media.

6. *Mutual aid*

At the Frascati meeting on teacher training in 1969, it was proposed that member States of the CCC should open national in-service training courses to participants from other member States. A pilot experiment on these lines will be carried out in the United Kingdom during 1971 with the support of the CCC. If the experiment is successful, it will be repeated in other countries, because several member States have already offered to allow teachers from other European countries to attend their national in-service training courses.

Two other mutual aid projects were drawn up at the request of the Turkish Government. Between 1964 and 1970, 100 Turkish teachers received further training in other member States of the CCC, while a special plan for the development of modern language teaching in Turkey is being implemented

under the auspices of the CCC and with the support of the Consultative Assembly. The main aims of this plan are the production of modern teaching materials, and the further training of Turkish teachers in English, French and German.

The Committee for General and Technical Education also grants a number of scholarships to teachers, educational administrators and experts to attend courses which will increase their knowledge and professional expertise.

7. *The role of the university in teacher training*

The Committee for Higher Education and Research has reviewed the role of the university in teacher training during the Committee's discussions on the diversification of post-secondary education. The Committee recommended that all future teachers should have university entrance qualifications and that, as teacher training formed part of higher education, it should take place at university level. It could be either incorporated in or affiliated to universities or exist in institutions of university rank.

It was felt that all teachers should study the following subjects during their initial training : education, including curriculum planning and educational technology ; psychology, including social psychology and the theory of learning ; and sociology. These common studies would be completed by study in depth of one or more specialised subjects or by studies for different functions. Continued training should consist of : up-dating in subject matter ; specialisation, e.g. the acquisition of qualifications to teach at a higher level ; study of the innovation process ; and familiarisation with research results.

It was assumed that, in future, the teaching profession would no longer be organised according to the category of schools in which the teacher is employed, but rather according to the age-group taught and the functions undertaken by the teacher. Furthermore, the staff employed in the schools of the future would consist of a variety of differently qualified personnel e.g. on the lines of the division of labour within a hospital.

Together with basic education and a probationary period, continued training forms a continuous process in which the principle of permanent education is applied to teacher education.

VI. THE INTENSIFIED MODERN LANGUAGE TEACHING PROGRAMME

The efficient and widespread teaching of modern languages at all levels of education has been one of the most constant preoccupations of the European Ministers of Education, the CCC, and the Consultative Assembly of the Council of Europe. Since their creation, the three permanent committees of the CCC have contributed to improve and extend modern language teaching in Western Europe.

In January 1969, impetus was given to this programme by the adoption by the Council of Europe's Committee of Ministers of a Resolution on "an intensified modern language teaching programme for Europe". The Ministers stressed that "if understanding is to be achieved among the countries of Europe, the language barriers between them must be removed". The Ministers felt that "a knowledge of a modern language should no longer be regarded as a luxury reserved for the élite, but an instrument of information and culture which should be available to all". Consequently, the Ministers recommended that at least one widely spoken European language should be taught to pupils from the age of about ten.

The Ministers' Resolution also called for the modernisation of post-secondary courses of study for students who specialised in modern languages, and for the creation of proper facilities for language learning by adults. Other sections of the Ministers' Resolution dealt with the initial and continued training of language teachers, research, and co-operation with non-governmental organisations, especially teachers' organisations.

1. *Primary and secondary education*

The programme's priorities in primary and secondary education in 1969 and 1970 have been the extension of foreign language teaching to all pupils from about the age of ten, and the development of up-to-date curricula, course materials and methods of assessment.

The national modern language correspondents of the Committee for General and Technical Education, who are responsible for promoting the programme in member States, met in Uppsala in November 1970 to study how the Swedish authorities had introduced English as a compulsory subject for all pupils attending the comprehensive school. This Swedish achievement with its teacher training schemes, wide use of audio-visual aids and continuous assessment, was considered to offer

answers to many of the problems facing countries wishing to apply the Resolution of the Committee of Ministers.

In 1969 and 1970, the development of modern curricula for English, French and German was tackled at a series of meetings organised in close co-operation with the British Council, the Bureau d'Etude et de Liaison pour l'Enseignement de la Langue et de la Civilisation Françaises, and the Goethe Institute. Italian and Spanish studies will be dealt with in 1971. From the discussions it appeared that it was realistic to envisage a common approach as far as curriculum content, methods of teaching and assessment, and the production of teaching and learning materials are concerned.

A symposium organised in France in 1969 on "the psychological aspects of the use of audio-visual courses" and a symposium held in Belgium in 1970 on "the place of grammar in modern language teaching" showed that audio-visual aids could make modern language teaching and learning much more efficient and interesting than traditional methods, and that grammar teaching based on modern linguistic theory had a powerful stimulating effect on language learning and the understanding of language.

2. *Higher education*

The Committee for Higher Education and Research has concentrated its efforts in modern languages on the role of the university in the continued training of teachers, and curriculum analysis and assessment problems at university level.

Two symposia, held in Austria in September 1969, and in Sweden in October 1970, yielded ample information on current trends in these sectors. The delegates placed special emphasis on the need for effective organisation of the "year abroad" for future language teachers, better teaching of the civilisation and culture of the countries whose languages were being learned, and improved assessment techniques. A units/credits system should be developed to make language studies at university level more flexible and to facilitate the mobility of the students.

On behalf of the Committee for Higher Education and Research, the Centre for Information on Language Teaching, London, completed in 1970 a survey of research in progresss on the spoken aspects of European languages. The Centre is undertaking, in 1971, another survey on "languages for special purposes", i.e. languages used in science and technology.

In co-operation with the International Association of Applied Linguistics (AILA), the Committee for Higher Education and Research has launched a series of exploratory studies on applied and contrastive linguistics, socio-linguistics, psycho-linguistics, and inter-faculty language centres. Specialised AILA commissions have been set up to develop the work initiated within the Council of Europe's intensified modern language programme. Particular attention is being given to the specifically European problems. The forthcoming world congress of AILA, which will be held in Copenhagen in 1972, will deal with the research and development problems listed in the programme.

Studies are also in preparation on "Modern languages in the Nordic countries" and "Modern languages in the German-speaking countries".

An *ad hoc* Co-ordinating Group on terminology is examining the possibility of setting up a computerised European multilingual terminology centre. On the basis of replies to a questionnaire issued by the Group, studies are being carried out to define guidelines for a common methodological approach in glossary compilation. Such a Centre would help to solve the many translation problems caused by the wide scope of international co-operation.

3. *Adult education*

In 1970, a group of experts of the Committee for Out-of-School Education studied linguistic content, means of evaluation and their interaction in the teaching and learning of modern languages in adult education. The experts were concerned with seeking new forms of organisation of the linguistic contents and methods of assessment appropriate to the teaching and learning of modern languages for adults, and increasing motivations by defining a new approach which would take account of individual, social and vocational needs.

This work will be discussed at a European symposium which will be held in Switzerland in May 1971. The object of this symposium will be to examine the possibility of organising modern language teaching in the form of a units/credits system and thus bring about an approach based on the motivations, capacities and needs of the adult learner. Such teaching would involve the application of the new multi-media educational technology, and the development of European coproduction of multi-media software.

VII. EDUCATIONAL DOCUMENTATION AND INFORMATION

The Council of Europe's work on educational documentation stems from Resolution No. 5 of the 1962 Conference of European Ministers of Education. It is carried out by the Documentation Centre for Education in Europe, and the *ad hoc* Committee for Educational Documentation and Information. The latter supervises the Centre and co-ordinates the activities of member governments in this field.

The Documentation Centre has built up a specialised educational library and regularly receives some 300 periodicals. It is used by research workers in comparative education and by experts carrying out studies on behalf of the Council of Europe and other international organisations. The Documentation Centre publishes : a news-letter every two months on the educational policies of member States ; an information bulletin every four months, which contains reports on Council of Europe activities and excerpts from Council of Europe documents ; and abstracts on educational legislation and documentation. In 1971, the last-named have been merged with the UNESCO/IBE Co-operative Educational Abstracting Service.

The main activities of the Committee for Educational Documentation and Information are concerned with preparing the change-over from traditional to computer-assisted documentation and information techniques. In 1969, a working party examined advanced projects in several member States, and published in 1970 a report on the feasibility of computerisation of a European Documentation and Information System for Education (EUDISED) by Dr. K. Spangenberg, Berlin.

Following a recommendation by the Committee for Educational Documentation and Information, the CCC set up a EUDISED Steering Group to explore the matter further and to elaborate technical proposals to ensure compatibility between national projects within a decentralised European system. A second EUDISED report will be published by the end of 1971. In the Committee's opinion, the European Documentation and Information System for Education should be developed as a decentralised system which would co-ordinate the various national projects. From the outset, these projects should be designed to be compatible with one another. This European system should be linked to the existing international and non-European systems.

VIII. EDUCATIONAL RESEARCH

1. *The* ad hoc *Committee for Educational Research*

In Resolution No. 3 of their 1964 Conference, the European Ministers of Education invited the Council to contribute to promoting information on, co-ordination of, and co-operation in, educational research. After a number of preliminary activities had been carried out, the CCC set up an *ad hoc* Committee for Educational Research, which held its first meeting in 1969 and its second in 1970.

The Committee has carried out the first European Survey of Educational Research which was published in 1969, and is preparing at present the publication of the Second Survey. The surveys are based on national replies to questionnaires. Each reply contains a description of educational research policy at the national level, information on the structure and programme of selected research organisations, and abstracts on their reported and ongoing projects.

At its 1970 meeting, the Committee adopted a resolution urging its members to advocate the creation of national information systems for educational research. From 1971 onwards, this matter will be followed up by annual meetings of those responsible for the collation and dissemination of educational research information at the national level.

To promote co-ordination at the project level, the Committee has proposed the organisation of educational research symposia. The first two symposia will be held on an experimental basis in 1971 in Finland and Switzerland and it is hoped that, from 1972 onwards, this will become an established activity. Research workers from various member States, who are interested in the same subject, will attend these meetings to co-ordinate their projects. Observers from all member States will also be invited to participate.

To promote co-ordination at the organisational level, a first colloquy of directors of educational research organisations will be held in London in November 1971. It will be attended by some forty directors, and the main themes of the discussions will be : the policy of educational research organisations ; and training and career structures for educational research workers.

The *ad hoc* Committee for Educational Research hopes that the improved information on and co-ordination of national projects will lead to co-operation in designing and carrying out multi-national projects. Such multi-national, or Euro-

pean, projects should be based on common national priorities, and a meeting to define these priorities will be held in 1971.

2. *Research into higher education*

The Committee for Higher Education and Research is encouraging research into higher education at European universities and is bringing together research workers in this field so that they may co-operate and co-ordinate their work. So far, two meetings of experts have been held to discuss the problems involved, and a report on research projects has been published. In particular, the experts recommended the creation of centres for research into higher education at national level. Such centres should, wherever possible, be attached to universities or other institutions of higher education. Co-operation between them should be established at the international level.

3. *"Paedagogica Europaea"*

For several years, the CCC has supported "Paedagogica Europaea", a European Yearbook of educational research, and is continuing to do so in co-operation with the European Cultural Foundation. With effect from Volume V (1969) the Editorial Board decided to devote the contents of each volume to one major theme. That of Volume V was "the changing role of the professional educator". The theme of Volume VI (1971) will be "the changing school curriculum in Europe", and Volume VII (1972) will deal with "diversification of post-secondary education".

IX. EDUCATIONAL TECHNOLOGY

1. *Requirements for satellite services in education*

In 1970, the CCC commissioned, under the general guidance of a Steering Committee, a study on "requirements of European education for satellite communication services". The aims of the project were to define the requirements of higher education for satellite communication services, especially the frequency bands and the types of services which would be needed, and to help the higher education authorities of member States to present co-ordinated claims for frequency band allocations to the World Administrative Radio Conference for Space Telecommunications of the International Telecommunications Union, which will be held in Geneva in June 1971.

The study was undertaken by Mr. Jankovich, Antwerp. The Steering Committee comprised representatives of member States, UNESCO, the European Broadcasting Union, the European Conference of Postal and Telecommunications Administration, and the International Telecommunications Union.

The Steering Committee considered that there was an increasing need to provide all forms of higher education with sound and television broadcasting and satellite broadcasting programmes. It recommended that all steps be taken to ensure the allocation of the SHF band 11.95 to 12.75 GHZ to the broadcasting and satellite broadcasting service, and the provision of additional broadcasting programmes on other frequency bands if and when they were needed by educational institutions.

2. *Multi-media systems in adult education*

If a system of permanent education for all is to be effective, it will have to make full use of the advances being made in educational technology, especially of the development of multi-media systems. However, the application of multi-media systems on a large scale implies profound changes in the organisation and contents of education.

The first phase of the studies undertaken by the Council of Europe in this field consisted of a series of symposia which provided a platform for the systematic exchange of experience. The second phase was devoted to the study of more specific problems, e.g. the assessment of needs and their evaluation, group work at the receivers' end, and systems analysis applied to multi-media methods. It resulted in a gradual change of approach — from the "audio-visual aids approach" (technology *in* education) which considered the use of technological means and audio-visual material as auxiliaries of traditional teaching methods, to the "educational technology approach" (technology *of* education) which replaces the "school" by the "new types of teaching".

The steering group for multi-media educational technology has defined the long-term aims of this programme as follows: to investigate systematically the possibility of implementing the concept of permanent education by means of educational technology ; to carry out experiments in the application of "systems theory" for the extensive use of multi-media methods applied to accumulative units/credits systems ; and to encourage and develop European coproduction of multi-media software. Within this long-term programme a first five years' work plan is being prepared.

X. THE PERMANENT EDUCATION PROJECT

The CCC's permanent education project has developed out of the programmes of the Committee for Out-of-School Education, in particular from the results of the symposium on "new trends in adult education", which was held at Marly-le-Roi (France) in 1967. It had become clear that a new and comprehensive concept was necessary, an overall educational pattern capable of meeting the rapidly increasing and ever more diversified educational needs of every individual, young and adult, in the new European society. This implies a considerable expansion and 'institutionalisation' of the education of adults which, in turn, will have strong repercussions on the reorganisation of the school and university systems whereby a shift of emphasis from full-time formal education to recurrent education might take place.

In 1968 and 1969, the CCC commissioned fifteen prospective studies on the concept of permanent education. The studies were published in 1970 as a contribution to the United Nations' International Education Year.

A comprehensive education system, as described in the fifteen CCC studies must ideally attempt to meet the highly differentiated educational needs of each individual from early childhood to old age. As the concept of permanent education evolves, it is becoming clear that not only the methods but also the content of this new education will differ from the traditional subject matters taught at school and university. The objectives of education can no more be simply derived from preconceived images of man, nor from the traditional European 'cultural model'.

The results of the permanent education studies will be assessed in the light of the situation and reform trends in member States. It is then hoped to arrange a co-ordinated evaluation of pilot experiments carried out in this field in member States and thereby to test the feasibility of this new concept of education.

EUROPEAN COMMUNITIES

Information memorandum on the perspectives and main achievements of the organisation's activities in education

INTRODUCTION

In common with all industrialised countries, the Community countries are having to meet an ever-growing social and economic demand for education. The rapid development of knowledge makes it necessary to adjust the aims and content of the various kinds of education. New teaching methods have to be introduced, and use has to be made of educational aids resulting from technological developments.

These requirements, to which answers must be found rapidly, show clearly :

— that educational problems must be treated globally, as a system whose different parts are interdependent ;
— that a policy for education is essential and that this policy cannot be framed independently of economic and social policies in view of the interdependence between education systems and economic and social systems.

In the Community countries, as in other European countries, a far-reaching reappraisal of the concepts, structures and organisation of education systems is in progress. Although these endeavours are most apparent in the field of higher education, all kinds of education must be adapted to the new conditions because of the very interdependence between the former and the latter. Similarly, all adjustments and reforms must be conceived in the light of the now generally recognised need for permanent education. In these circumstances, it seems necessary to emphasise that it is essential not to neglect any part of the education system.

PART ONE : MUTUAL RECOGNITION OF DIPLOMAS

1. *General situation*

In pursuance of Article 57 of the Treaty, which is concerned with the mutual recognition of diplomas, the Commission has submitted to the Council numerous draft directives (19). In particular they concern the following professions : architect, engineer, doctor, dentist, pharmacist, veterinary surgeon, accountant.

Both the Economic and Social Committee and the European Parliament have been largely favourable to these proposals. The Council has begun to study the texts on "Architects" "Pharmacists" and 'Doctors".

These texts are draft *directives*, i.e. legal instruments binding on the member States, which are required to amend their national legislation by incorporating in it the recognition of diplomas of other member States, and if need be, by adapting their provisions governing training, if these are not in conformity with the directives.

Member States are free to choose the methods considered necessary.

The directives are based on :

— paragraph 1 of Article 57, which deals with decisions governing mutual recognition of diplomas ;
— paragraph 2 of Article 57, which deals with the co-ordination of the conditions governing access to, and exercise of, these professions.

The aim of these directives therefore coincides with that of Article 57, namely to promote the freedom of movement of members of the professions. Article 57 (1) relates to self-employed occupations, but as it is equally important for employed persons to benefit from the mutual recognition of diplomas, it is understood that the effect of these directives will be extended to wage earners by the incorporation of Article 49 of the Treaty into the *visas*. The Commission's methods for achieving the mutual recognition of diplomas are very flexible. These texts lay down the criteria on which training must be based to obtain mutual recognition, thus affording member States both maximum guarantees regarding the training of

nationals of other member States wishing to settle in their territory and maximum freedom in the organisation of their own teaching system.

From the standpoint of the effective achievement of the *right of establishment*, these proposals are therefore essential ; the absence of decisions governing mutual recognition renders freedom of movement illusory in many cases. It is therefore urgent that the Council should adopt the directives.

From a broader cultural standpoint, encompassing more extensive tasks, in particular far-reaching university and higher education reform, the proposals constitute a first and important stage. In this perspective, they should be followed by other measures designed both to achieve a more complete mobility of persons, and particularly of students, through the equivalence of periods of study, and a better adjustment of higher education to the needs of the Communities by converging the reforms currently in progress in member States.

The proposals, which aim primarily at freedom of movement, therefore concern the overall training requirements for access to an occupation or for the right to use a professional title or a title denoting given qualifications. The proposals therefore have in mind the "end product" and not necessarily the individual courses and diplomas that lead up to it.

Work is in hand on these intermediate stages in which a measure of equivalence is essential for the free movement of students.

Work is also in progress on the mutual recognition of teachers' diplomas. But there is a legal difficulty here that should be noted : in certain member States, many teachers have the status of civil servants and are therefore excluded from the freedom of movement of persons under Article 48 of the Treaty by the fourth paragraph of that Article.

2. *Achievements*

The Commission has adopted 19 draft directives on training conditions for the following professions : engineer, architect, doctor, dentist, pharmacist, veterinary surgeon, optician, midwife, nurse and accountant.

The Economic and Social Committee and the European Parliament have expressed invariably favourable opinions on a great many of these directives. The directives and opinions have accordingly been put before the Council. Work has begun on the directives relating to architects and pharmacists.

It is not possible, in this information memorandum, to give a comprehensive survey of all the provisions governing the mutual recognition of diplomas that the Commission has adopted and proposed to the Council. However, a certain amount of information on a number of selected subjects will illustrate what is being done.

Architects

The proposed directives on architects make provision, where training and the mutual recognition of diplomas are concerned, for a list of schools and departments of architecture which exist in the Communities and whose diplomas will be recognised as equivalent ; in addition, provision is made for what is normally known as a "test of qualifications" applicable to certain methods of training architects which are used in the Communities but do not comply with the training conditions laid down for the list of schools mentioned above. On the basis of this "test of qualifications", students who have followed such a course of training may be given equivalent status with the holders of diplomas awarded by the schools etc. listed in the directive.

Engineers

The difficulties which have arisen in connection with engineers have induced the Commission to propose to the Council that transitional measures should be applied, pending the mutual recognition of diplomas at a later stage. Under these transitional arrangements, various types of training for engineers and senior technicians are defined in accordance with criteria relating to conditions of admission to courses of study, their duration, and a number of other factors.

Doctors

Since the systems of medical training in the various member States have proved to be very similar, the proposed directive does no more than set general criteria for the length of courses and the total number of hours. In fact, all the existing arrangements for the training of doctors within the Communities meet these criteria. However, the directive defines a large number of provisions covering different courses of specialised medical training. These provisions relate, on the one hand, to the length of the training course and, on the other, to qualitative standards which training courses must meet.

Dentists

The proposed directives regarding dentists lay down minimum training standards on the basis of which diplomas can be mutually recognised. These basic standards relate to the total length of studies, compulsory subjects, the proportion of time spent on theoretical and practical work, and finally, arrangements for courses of practical training. The proposed directives also cover transitional arrangements to permit the free movement of dentists between five of the member States on the one hand, and Italy on the other. As things stand at present, there being no special training courses in Italy for dentists who are not doctors, these transitional arrangements are essential if free movement is to be possible. The proposed directives are accompanied by a recommendation to the Italian Government that training courses for dentists who are not doctors should be instituted in the future.

Pharmacists

The proposed directives on training problems in the field of pharmacy concern all pharmacists, whether they work in dispensaries, the distribution sector or the manufacturing industry.

These proposals contain the most detailed criteria for the mutual recognition of diplomas. They cover the total length of the training course, establish a list of compulsory subjects, specifying how much time is to be spent on each subject, taking account both of the theoretical and the practical aspects of training, and lastly distinguish between, on the one hand, the dispensing course and on the other the professional course followed in one of the three branches of pharmacy-dispensary, laboratory and industry.

3. *Conclusion*

The application of Article 57, paragraph 1 of the Treaty aims at a clearly defined objective — to facilitate freedom of movement and encourage mobility among professional persons. But :

— this freedom of movement is not an end in itself, but merely a means whereby professional persons may themselves contribute to the growth of the Communities ;

— the objective of the mutual recognition of diplomas is inextricably bound up with the problem of training as such, in a much broader perspective than merely freedom of movement.

Consequently, the action which the Council takes in this field of mutual recognition of diplomas must :

— provide immediately the necessary safeguards for the proper implementation of freedom of establishment where training conditions are concerned ;

— encourage educational reforms to move in the same direction, account being taken of new needs inside the Communities.

PART TWO : OTHER ACTIVITIES, DESIGNED TO PROMOTE THE MOBILITY OF SCIENTISTS AND CO-OPERATION IN THE FIELD OF POST-GRADUATE EDUCATION

1. *The activities of the Working Group on Scientific and Technical Research Policy (Politique de la recherche scientifique et technique - PREST)*

Various activities are being carried out in this field, especially by the PREST Group in pursuance of the terms of reference given to it by the Council on 31 October 1967, viz. to study ways and means of ensuring the harmonised training of, and more intensive exchange between, scientists. The PREST Group has set up specialised groups to study the question of post-graduate studies and the question of geographical mobility of scientists.

The "Post-graduate Education" group is studying the possibility of measures being taken at European level to :

— make available, on the basis of a permanent survey, adequate information on existing possibilities for post-graduate studies and on the support available for such studies ;

— encourage or take practical measures, in the field of post-graduate studies, for specialisation, co-ordination and co-operation, including possibly the setting up of European institutes ;

— provide for possible participation by highly industrialised non-member countries, which would be particularly useful to post-graduate education activities in general and even essential in certain cases (for example in the computer field) ;

— to make participation by existing universities and institutes and by users and specialists the basis for the setting up of a European information, co-ordination and co-operation body.

The "Exchange of Scientists" group has studied a series of measures designed to promote the geographical mobility of scientists and to :

— overcome the drawbacks resulting from the disparity between the forms of training provided in the various countries, by the adoption by the Council of the draft directives proposed by the Commission ;

— eliminate the rigidities resulting from the differences, and even incompatibilities, between the regulations to which scientists are subject ;

— lessen the impact of the financial problems which constitute a serious obstacle to a scientist's stay abroad ;

— eliminate various obstacles of a psychological and social nature ;

— enable the competent authorities, by pursuing and developing studies concerned with forecasting and statistics, to draw up and implement a real policy for scientific mobility ;

— reinforce the action of national information bodies, establish co-operation between them and supplement their action by action at international level, particularly in the field of documentation.

Basing itself on the work of these two groups, the Commission has submitted a memorandum to the Council of the European Communities. This memorandum, dated 17 June 1970, contains, *inter alia*, the following suggestions :

In the field of post-graduate education, which is particularly important for scientific and technical policy since it is of the highest quality and level, and is directly bound up with research, it is recommended that machinery should be set up at European level to promote and stimulate : co-operation, specialisation, and co-ordination of activities of the universities and research institutes. Such machinery could not function efficiently without the participation of education establishments and users (education and research establishments, industry) and that of the Community governments. The machinery should comprise a body responsible for :

— making a survey of needs and existing possibilities ;

— organising co-operation between institutes :

  • exchanges of teachers, research workers, students,

  • organisation, in rotation or jointly, of post-graduate courses,

  • voluntary concentration, in an institute chosen by common agreement, of research activities and highly specialised education,

  • the setting up of European institutes wherever necessary.

Furthermore, measures to promote mobility — general and selective — should be studied and implemented jointly.

This would involve :

— informing scientists and users of the possibilities and conditions of mobility ;

— setting up a pool of grants and aids for research and post-graduate study ;

— supplementing certain co-operation measures provided for, by introducing a mobility and education system whose objectives would be to set up competent international teams to provide supplementary training for scientists, and to prepare the way for the transfer of requisite knowledge through recourse to informal personal contact.

2. *Achievements in the nuclear field*

In the nuclear field, the mobility of young scientists is encouraged by the application, in the Community context, of a system of scientific and technical courses and grants.

Since its inception, the Euratom Commission has organised courses at its nuclear research centres for Community science and technology students to give them the opportunity to go abroad to carry out practical studies relevant to their speciality for periods of from two to twelve months. To this end, trainee posts have been instituted in collaboration with national centres, in particular in Joint Research Centre establishments. These posts, which cover all the specialities of nuclear science and technology, have enabled trainees to take part in the day-to-day work of the permanent teams of these centres or to familiarise themselves with the study of secondary problems.

This policy has subsequently been systematically developed : by the application of the trainee course scheme to students from higher technical institutes, i.e. to engineer technicians, by organising courses at atomic power plants thanks to the participation programme of the Commission, by the institution for scientists and engineers with university diplomas of a system of grants for specialised training, refresher training, preparation of doctorate theses on a nuclear subject, or inter-disciplinary specialisation. This grants scheme is also intended to help young university teachers to expand their knowledge by carrying out practical work at research centres and to keep abreast of the latest developments in their speciality.

During 1969 and 1970, 85 university students and 55 students studying to become engineer technicians, i.e. a total of 140 student trainees, were received either in Joint Research Centre establishments or under contracts of association.

During the same period, 110 grants were awarded to candidates preparing doctorate theses or for specialisation or refresher studies in the field of nuclear research.

It is clear that the courses and grants system described above is an effective instrument for establishing and strengthening, at the various training levels, the links between the higher education centres and the nuclear industry on the one hand and the Community research centres on the other, and for making an effective contribution towards the advancement of scientific and technical staff and the training of specialists in the nuclear field.

PART THREE : OBJECTIVES AND STUDIES IN THE FIELD OF VOCATIONAL TRAINING

The objectives pursued by the Commission in the *vocational training field* stem from the general objectives of the European Communities : harmonious development of economic activities, continual and balanced expansion, and a marked increase in standards of living and work. These objectives are defined more clearly in Articles 50, 118 and 128 of the Treaty of Rome and in the decision taken by the Council on 2 April 1963, in accordance with Article 128, and bearing on the establishment of general principles for the carrying out of a common policy of vocational training.

The methods employed for attaining these objectives can be divided into five broad categories :

— improvement of the circumstances of transition from general to vocational and technical education ;

— adaptation of the structures and organisation of vocational and technical education to meet technical, economic and social change ;

— harmonisation of vocational training in the Communities ;

— promotion of modern educational methods ;

— intensification of youth exchanges.

In this context, the Commission has carried out the following activities since May 1969.

1. *Improvement of the circumstances of transition from general to vocational and technical education*

To promote an easier transition, at the various educational levels, from general education to vocational and technical education, the Commission has first of all endeavoured to continue its activities designed to develop the pooling of information and experience in the field of *vocational guidance*. It has continued, in particular, to publish an annual survey of vocational guidance activities in the Communities. This survey, prepared with the help of the relevant authorities in the member States, answers regularly to the need for information on problems of the vocational guidance of young people and adults and the solutions applied or envisaged in the six countries. The 1968 annual survey gave rise to an exchange of views by the Council at its session of 25 and 26 May 1969. This exchange of views led to certain practical conclusions concerning both an improvement in the form of the survey and the intensification of information exchanges between the representatives of the member States. The 1969 annual survey has recently been finalised in agreement with the representatives of the national authorities and is being circulated.

The Commission has also organised several seminars for senior officials of national guidance services. These were held at The Hague (October 1969), Marseilles (December 1969) and Bari (October 1970). These seminars, which are held successively in each of the Community countries, enable participants to study national, regional or local achievements in the field of vocational guidance on the spot.

A study on "*Legal provisions governing vocational training in the Community*" is at present in preparation. The study should furnish basic data for subsequent discussions on the possibility of harmonisation in the field of vocational training. A first draft text was discussed in November 1970 by the Advisory Committee on Vocational Training (set up in accordance with the fourth of the general principles set out in the decision of the Council of 2 April 1963 referred to above), which assists the Commission in its activities and studies on vocational training.

2. *The adaptation of the structures and the organisation of vocational and technical education to meet technical, economic and social change in the Community countries*

In this field, the Commission is trying to give new impetus to the basic training of young people, the

training, further training and social advancement of adults, the vocational requalification and retraining of workers compelled to change their occupation, further training for executives, and, finally, to the training of instructors and teachers. The study on the "Legal provisions governing vocational training in the Community", referred to in the preceding paragraph, will also be useful in this context, as it bears, in particular, on reforms in progress or planned.

The future of vocational training is one of the major present-day problems. That is why the Commission has decided to institute, in addition to the study which should provide an accurate picture of the existing situation with indications on prospects and trends, broad discussions on "The future of vocational training in the Community countries" with the members of the Advisory Committee on Vocational Training. A first discussion was held on 5 March 1970, and it was decided that it should be continued in greater detail by a working party of the Committee set up for the purpose.

The Commission also intends to initiate special action in the field of *research into the evolution of occupations* and on vocational training with a view to achieving a measure of co-ordination of studies at Community level and to encouraging the more interesting initiatives in this field. This question was given preliminary consideration by the Advisory Committee on Vocational Training at its session in November 1970.

At the same meeting, the Advisory Committee discussed a report on "*The multi-skill aspect of vocational training in the Community countries*". This report, which is a synthesis of six national reports, sets out to define what is meant by 'multi-skill' and gives an account of the first experiments carried out in this field by the member countries of the Community.

With more particular regard to the *vocational training of adults*, the Commission has drawn up a memorandum embodying conclusions and suggestions following the exchange of views on "the vocational training of adults", that the Council held on 24 and 25 November 1969. These conclusions and suggestions were submitted to the Council in April 1970 and are now being examined by it. They relate to the multiple aspects of adult training and bear both on basic training and on re-orientation, occupational refresher training, social advancement and occupational retraining.

In December 1969, the Commission organised, in collaboration with the International Labour Office's Advanced Technical Training Centre in Turin, a first *seminar for executives responsible for industrial training*. In view of the interest shown in the seminar, two new similar seminars were organised : one for executives responsible for agricultural training (October 1970) ; and the other for executives responsible for industrial training (December 1970).

In June-July 1970, the Commission held, in collaboration with the Turin centre, a 4th *seminar for African and Latin-American executives*, on "Policy, organisation and management of in-service training".

Lastly, it helped organise a study session of the Committee of Agricultural Organisations (COPA - *Comité des organisations professionnelles agricoles)* on *"the objectives of agricultural occupational training in the EEC"*, which was held at Houthalen (Belgium) from 20 to 23 January 1970.

3. Harmonisation of vocational training

This harmonisation, essential for the economic and social integration provided for by the treaties, implies efforts to harmonise legislative reforms in the field of education : general, vocational and technical ; *the alignment of training levels* — a prerequisite for achieving the free movement of workers — and *the mutual recognition of diplomas*, certificates and other attestations which calls, in particular, for the institution of common examination criteria.

The Commission's activities in this field have included the preparation of a proposal for a *Recommendation to member States on the use of the European career brief for the training of skilled machine-tool operators*. The Council acted on this proposal and adopted a Recommendation in September 1970. The brief provides for a broad and multi-skill basic training of young people by grouping allied occupations, and for the mutual recognition of diplomas at skilled worker level. It constitutes the first concrete result of the efforts made by the Community institutions towards harmonising vocational training.

The Commission has also submitted to the Council a draft directive on the *minimum skills necessary for drivers of road vehicles transporting passengers and goods*. This proposal was made in pursuance of the provisions of Article 5 of EEC regulation No. 543/69 of 25 March 1963 on the harmonisation of certain social provisions in the field of road transport.

Lastly, the Commission is preparing draft *common regulations governing the training of the carriers of goods by road* in accordance with Articles 4, 5 and 6 of the "Proposed Council Regulation on the introduction of common rules governing access to the occupation of road carrier in the field of national and international transport".

4. *Promotion of modern educational methods*

In this field, the Commission aims in particular at intensifying and co-ordinating *educational research activities*, encouraging the development and *application of modern educational technology*, and promoting the use of the latest educational methods and aids. In these fields, the Commission continued to *publish the quarterly "Documentation for teachers"*. The publication used to concentrate on questions of vocational training in the coal and steel industries, but since the European executives merged, it has been extended to cover all sectors of the economy.

The Commission has recently completed the preparation of *reports on "educational methods and aids used in vocational training"*, and on *"programmed instruction in the Community countries"*. The Commission is also preparing the last two volumes of a *manual on "new technical processes in the steel industry"*. This manual, of which two volumes have already appeared, constitutes the Community's first educational work.

5. *The exchange of young workers*

The Commission is taking part in the implementation of programmes for the *exchange of young workers*. During the period under review, it received several groups of young people at the beginning and at the end of their stay abroad. At the beginning of the course, the young people were informed of the activities of the Commission in general and more particularly of its activities in the field of interest to them. The purpose of the meetings at the end of the course was to draw conclusions from it and discuss how it might be improved in the future. Between 1 January 1965 and 31 December 1969, 13,482 trainees took part in the programme. In 1969, the number of trainees was 3,125.

These courses are organised in the framework of a first joint programme to encourage the exchange of young workers within the Community, adopted on 8 May 1964 in accordance with Article 50 of the Treaty of Rome by the governmental representatives of member States in the Council.

At their 7th meeting devoted to consideration of the problems posed by the implementation of the first programme, held in Brussels on 15 December 1969, the governmental representatives decided to revise the programme in such a way that it remains an effective instrument for intensifying exchanges between young workers. To this end, the Commission prepared a memorandum at the beginning of 1970 and submitted it to the governments of member States

PART FOUR : PROMOTION OF TEACHING AND RESEARCH ON EUROPEAN INTEGRATION

In the university field, the Commission makes regular efforts to encourage :

— the development of European studies in the context of the study of law, economics, political science, sociology, agronomy, geography — notably by supporting the setting up of "European Documentation Centres" and by organising new courses and seminars devoted to the study of European problems ;

— university research relevant to these problems.

In this field, the Commission :

- organises visits to Community headquarters for research workers ;
- administers a programme of research grants ;
- subsidises printing of doctorate theses of special scientific merit ;
- organises every two years a "Competition for the European Community Prize" and awards three prizes of 100,000 Belgian francs each for a thesis on law or economics, political science, history or sociology ;
- organises, or supports the organisation of, university symposia, etc.

In the fields of *school and out-of-school education*, the Commission has produced audio-visual aids for educational purposes and has promoted the setting up of the European Educational Television Committee which has already produced three co-production broadcasts and is currently preparing five others.

It has also produced a number of educational films and series of slides.

The Commission also believes that the production of European educational material should not be limited to audio-visual material and has taken two important initiatives in the field of written documentation :

— Within the framework of its activities on vocational training, it publishes *Documentation for teachers* dealing with vocational training methods and curricula in all economic sectors. (Cf. Decision of the Council of 3 April 1963).

— Within the framework of its efforts to develop European studies, it publishes, in the four Community languages, a series of *teaching aid files*, dealing with history, geography, economics and European unification.

The Commission also organises, or assists with the organisation of, many seminars, courses, and study meetings designed to make teachers conversant with the "facts of life" of the Community.

The development of such activities within the framework of the Community is in conformity with the joint declaration made by the Heads of State or Heads of Government at The Hague. Point 16 of this declaration referred to the steps to be taken to associate youth with the *creative activities and the actions conducive to European growth.* The dissemination of knowledge about these activities in schools can be regarded as the first condition for this "association of youth" with the development of the Community.

Final comment

Mention should be made of the Belgian Government's proposal for a meeting of the Council of the European Communities with the participation of Ministers of Education of the Six. At this meeting, a number of educational questions of common interest would be dealt with for the first time in the context of the European Communities. The subjects to be proposed to the Ministers are being prepared by an *ad hoc* group of senior education officials of the Six member States. The subjects proposed include : *co-operation in the field of educational information and research ; co-operation between universities ;* and *mobility of teachers and pupils.*

In this connection, mention should also be made of the proposal to set up a European University. Study of the project was resumed by an intergovernmental conference of the Six which was held in Florence from 19 to 21 October 1970 at the proposal of the Italian Government.

Publications

The two series of educational works "Education in Europe" and "Companion Volumes", published in English and in French by the Council of Europe, record the results of studies of experts and intergovernmental surveys carried out within the framework of the programme of the Council for Cultural Co-operation. We here present the latest publications obtainable from the Council of Europe Sales Agents.

Education in Europe

THE SCREENING OF STUDENTS

Problems of Assessment and Prediction of Academic Performance

by J. M. DANIËLS in collaboration with I. SCHOUTEN

Published by George G. Harrap & Co., Ltd., London, 1970, 90 pages, 25s.

A systematic but reformed procedure of selection and elimination, taking place at an early stage of the university study course, has become a necessity. The increasing student population and the steadily rising cost of education requires a change in the present system.

The answers obtained by the Council of Europe's survey together with the personal experience of the author, Mr. J. M. Daniëls, Professor of Psychology, Technological University of Eindhoven, have made it possible to collect qualitative and quantitative information on the termination of studies, the screening measures applied and the scientific and organisational problems of screening techniques.

In some countries there are no regulations for the elimination of unsuitable students ; in some others they do exist but are rarely applied. Measures that have been planned or adopted, seem not to have been implemented on the basis of careful cost analysis of university education, or of an analysis of their probable effects, and still less on the basis of experimentation.

The subject is treated in all its theoretic implication with special emphasis on the needs and possibilities of experimentation. After introducing the reader to the problem, the author sketches in Chapter Two, with the aid of a few models, the university systems and their component factors and processes. Chapter Three discusses the arguments on which screening measures have been proposed. The motives are either of a socio-psychological or of an economic nature. Screening procedures are compared with other possible measures to optimise university education. In Chapter Four, screening measures are analysed in more detail and the author's conclusions and recommendations are contained in Chapter Five.

Companion volumes

THE RECEPTION OF AND RESPONSE TO MODERN LANGUAGE TEACHING PROGRAMMES BY TELEVISION INTENDED FOR THE GENERAL PUBLIC

by Wolfgang HALM

Strasbourg 1970, 120 pages, 6 FF, 10s.

The author sets out and comments on the findings of a survey conducted in the member countries of the Council for Cultural Co-operation. A similar work by Mr. R. Hickel on "Modern Language Teaching by Television", was published in 1965.

The first part whose main intention is to supplement Hickel's book, is a country-by-country summary of information from television stations, together with an analysis of that information. The second part adds further data. The third part

contains the comments of the author, who suggests co-ordination among all producers of programmes and courses within an institutionalised framework and brings together some observations which emerged in the course of compiling the material and at the Council of Europe expert meeting at Munich in December 1968. In the Appendices two examples of programme viewing surveys and reports from certain television companies are given.

THE PLACE OF EDUCATION BY CORRESPONDENCE IN PERMANENT EDUCATION

by Professor E. G. WEDELL

Strasbourg 1970, 98 pages, distribution free of charge.

Correspondance courses, by virtue of their flexibility and convenience, have been arousing reneved interest with the introduction of the concept of permanent education. Education by correspondence is increasingly combining various techniques, for example the use of radio and television.

In his study, Professor E. G. Wedell, Director of the Department for Adult Education, University of Manchester, takes stock of the situation in the CCC member States. In some countries correspondance education has for many years formed part of the public educational system ; in others it has developed largely as a result of private enterprise. After a brief introduction, the author, in Chapter II, is concerned with identifying the correspondence student. Chapter III considers the institutions which exist to meet the needs expressed by the clients : the correspondence schools, public and private, some providing general education, others courses related to a particular field of study or a particular profession. It contains an analysis of the structures of these institutions and of their programme and management, as well as their financial arrangements. Chapter IV deals with the educational methods employed by these institutions and by those with whom they may collaborate such as the mass media. It traces the development of educational methodology in this field. Matters of external control and assessment are treated in Chapter V. The final chapter explores future developments in correspondence courses as they may be affected by innovations in methods and techniques.

Other publications of the CCC

PERMANENT EDUCATION

A compedium of studies commissioned by the Council for Cultural Co-operation

Strasbourg 1970, 512 pages, distribution free of charge.

The present volume is a compendium of fifteen studies on permanent education commissioned by the CCC, and is devoted to identifying as closely as possible the complex long-term implications of this new approach to education. It contains individual contributions, selected, arranged and partly condensed by the Secretariat. The studies cover a wide range of approaches and aspects resulting from the personal reflection of the authors, general problems as well as national experiences. They are grouped around three major headings : concept and strategy, psycho-sociological and methodological aspects and projection of trends in identifiable situations.

The work comprises the following studies : "Permanent education, an agent of change" by H. Janne; "A prospective view of permanent education" by B. Schwartz ; "Continuing education for adults" by B. Schwartz ; "The organisation and financing of post-work education" by K. Eide; "Adult motivations to thought structuralisation" by A. Moles and F. Muller ; "Psycho-sociological research into the paths and phases of intellectual maturation and the desire for knowledge" by G. Lantéri-Laura; "Pre-school education in Europe" by T. Blackstone; "Impact on the school of innovations in out-of-school education" by L. Cros ; "Restructuring education" by H. Tietgens ; "Permanent education and community development" by J. A. Simpson ; "The development of permanent education" by J. Capelle ; "Recurrent education" by U. Larsson ; "The concept of permanent education and its application" by W. Rasmussen ; "Sociological motivations and cultural prospects of permanent education" by F. Bonacina ; and "Permanent education, a strategy of social action" by H. H. Frese.

The full texts of the original studies are available in English and French at the Secretariat of the Council of Europe, Strasbourg.

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